

Practices urged for all veterinary schools

by Alan Cane

All six veterinary schools in Britain should be preserved but the University Grants Committee should provide about £250,000 in extra grants to buy five of the schools back into veterinary practices, a Government committee of inquiry has recommended this week.

The committee, chaired by Sir Michael Swann, the former principal of Edinburgh University and now chairman of the UGC, has been carrying out an inquiry into the veterinary schools since 1971. Their report contains some 218 conclusions and recommendations of which 81 are concerned with veterinary education.

The report points out that demand for veterinary places far exceeds the available places. It suggests that the annual intake into the six schools should not exceed about 335 a year for the next six years if manpower requirements are to be met.

Veterinary schools are at present attached to the universities of Bristol, Cambridge, Edinburgh, Glasgow, Liverpool and London. Only Edinburgh has at present an associated veterinary practice.

The report says: "All schools which do not already possess practices should acquire practices and the UGC should provide extra-marked capital grants for this purpose. We estimate that the total capital cost would be about £250,000."

It also recommends that postgraduate studentships in veterinary science should be linked to the bottom of the university lecturer's scale and that there should be no deterioration in the present staff-student ratio in the veterinary schools which at 4:1 is the highest of any faculty in the country. The committee believes that its recommendations will increase the load on the teaching staff.

It recommends that staffing should be increased in the schools in the clinical years to deal with the running of school practices, the training of future clinical teachers and the expansion of instruction in epidemiology and veterinary preventive medicine.

If new schools are to be established, the report goes on, Welsh sites should be especially considered.

On research, the committee complains it is not satisfied with the extent of support from the Agricultural Research Council and suggests that the ARC "should be put in a position substantially and progressively to increase this support". It says that applications to set up ARC units at universities—one way of increasing ARC support—should be considered sympathetically.

Committee of Inquiry into the Veterinary Profession Cmd 6143, Stationery Office, £2.60. Appendixes, Cmd 6143/1, £1.15.

Laurie Sapper, AUT general secretary, discusses the situation of university salaries

Are lecturers to be cheated again?



Whether or not university teachers will be discriminated against for the third time in six years under Government pay policies now depends on whether or not the recent arbitration award made for university teachers will be honoured in full.

Under paragraph 8 of the White Paper it is stated that arbitration awards should be met provided a reference was made to a tribunal before the White Paper was issued.

In the case of university teachers the award (which fulfils this condition) sets out salaries which should have operated from October 1, 1974 (part I), and then goes on to say "to these national salaries, which assume threshold payments up to October 1, 1974, cost-of-living increases in respect of the period between October 1, 1974, and September 30, 1975, can be added by further negotiations in Committee B, the whole to take effect from October 1, 1975. This award applies to all academic and related staff at universities who are within the scope of negotiations in Committee A" (part II).

There is nothing in the award about part II being determined in the light of pay policy considerations.

The Secretary of State for Education has already stated in the Commons that part I of the award will be paid and that part II will be dealt with under the Government's White Paper.

Neither he nor the DES has yet stated whether or not part II will be dealt with under paragraph 8 of the White Paper (which deals with arbitration awards) or some other section; in a further statement the Secretary of State has said that negotiations are taking place. On July 30, the negotiations were still continuing.

Examining the award it is quite clear that the words: "the whole to take effect from October 1, 1975" is mandatory and presupposes that two parts must be paid. Furthermore, in advancing its case before the tribunal the DES even put forward a provisional figure of 20 per cent for part II and in summarising its case stated unequivocally that payment of both part I and part II would be a fair settlement.

It is unthinkable in the light of this that the Government would take up a dishonourable position and try to claim that part II (a full 1974-75 cost of living increase) is not an integral part of the arbitration award, or, as strongly rumoured this week, that it would limit the

cost of living increase to 15 per cent.

However, since we have no had the Government's reaction one must expect that university teachers on pay are not twisted and cheated again. Such a course of action the part of the Government to place university teachers in an incredible "Catch 22" situation.

Reg Prentice comes along and admits that university teachers in an unfair situation because of Government policy. He proposes a two-part settlement to put the teachers back to where they were in more senses than one and (Fred Mulley).

Is he now going to say that his predecessor promised to take part fully into effect because meantime the Government has to interpret its new policy as a way so as not to honour the award? To the rational, and fair observer this would be thinkable but to those who sometimes see the White Paper political cabals at work, anything is possible.

At stake here is not only the pay of university teachers but the integrity and credibility of the DES, one would hate to see the DES and the ministers of a great department of state being used as a box merely to transmit the decisions taken elsewhere.

This would not be a serious and would not be in keeping with the claim that the Government White Paper policy is a win one.

'Save colleges from cuts'

Higher and further education should not suffer from the Government's requirements for short-term cuts in the education budget, Mr Robert Aitken, director of Coventry education authority, warned this week.

There is a strong case for retaining a proportion of the public sector higher education programme to meet the needs of teenagers born in the high birth rate period in the 1960s and to combat rising unemployment among the young, he said.

While the birth rate has dropped by 25 per cent since 1970, causing a fall in primary school populations, a whole generation of teenagers born since 1958 is now entering further and higher education. A severe cut in this sector would damage their opportunities.

Cities like Coventry are already experiencing severe unemployment among the young and more opportunities in further education and training could help overcome difficulties in this area", he said.

Mr Aitken said he believed there could be savings in higher education, including more economic staff/student ratios, less lavish buildings and greater use of higher and further education buildings for the community.

He also said that local authorities had to take a realistic look at provision for the next five years.

"The education service, like every other service, has to consider future developments in the light of economic events. What worries me is that the Government may be tempted to take a short-term look at economies by severely reducing higher education expenditure."

Mr Dudley Fliske, chief education officer of Manchester, also is concerned that the Government will announce severe reductions in capital programmes for higher education. He expects his authority to have to provide higher education facilities at little extra cost, which may see the return of polytechnics, having to use old rented accommodation and old primary schools.

£6 limit likely for academics

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A main point of comparison is the maximum of the lecturer grade, university teacher now get an £1,000 more than the polytechnic teacher at this point. The DES is still slightly below the maximum of the polytechnic head of department grade IV, the average grade, professors on average nearly £300 more than the head of the polytechnic teachers, of whom have urged that the DES professor be adopted.

If confirmed the £6 rise would be accompanied by the AUT will Sapper made clear that the DES would not take the offer of a reply to the universities' cost of living element in the AUT would continue to lobby the DES and go back to the arbitration tribunal.

Mr Sapper said the DES made clear in paragraph 8 of Government's own White Paper which said that arbitration awards, already agreed in principle, should be honoured. The Government should stick to it, he said.

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Sir Douglas Logan—a profile
Why the DES wanted to over the UGC in 1945
Industrial tribunal report
Swansea dismissal
Philip Abrams on sociology

NEXT WEEK

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Crosland axe will hit poly standards

by Alan Cane

There will be no growth in most polytechnics next year, and many will be hard put to avoid a decline in academic and social standards. This is the chief implication of the announcement this week by Mr Crosland, Secretary of State for the Environment, that local authority spending in 1976-77 will have to be pegged back in real terms to the 1975-76 level.

The response to Mr Crosland's edict will vary from authority to authority, but for most polytechnics, the announcement only confirms what local rumourers and hints had led them to expect.

Meanwhile, most polytechnics are trying to plan ahead without any indication of what they can expect in terms of support. Faced with the prospect of no growth in their budgets in real terms, most are reviewing their financial position and attempting to redeploy their resources to their best advantage.

Mr P. D. Lloyd, finance officer at Manchester Polytechnic, commented: "The local authority has held discussions regarding the preparation and submission of estimates for 1976-77. It has indicated that the existing level of service must be maintained before any expansion can be given to expenditure for committed growth or improvement."

Dr George Tolley, rector of Sheffield Polytechnic, said that forward planning was a leap into the darkness. In the absence of estimates of student numbers, he said, a continued growth of students and courses without a corresponding growth in resources.

He believed that there would be a considerable deterioration in standards. It was time that there was an overall assessment of objectives in British higher education. There was too much emphasis on the quantitative; rather, the qualitative aspects of higher education, he said.

Dr R. P. Hart, deputy rector of Sunderland Polytechnic, said that he had no official notice of the likely level of support next year. He had been making informal inquiries to ascertain the fate of the polytechnic's building programme but had received hints only that: "If we get anything at all it will be very small."

Dr Arthur Suddaby, director of City of London Polytechnic, said he thought Mr Crosland's statement confirmed hints that the financial situation for the polytechnics would be hard next year and that there would be no expansion.

Dr Tolley and Dr Hart emphasised that their polytechnics were looking at ways to switch their existing resources to meet the expected difficulties, but it is clear that forward planning had become a nightmare.

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What might have happened in 1944

A proposal that the University College of Southampton should be "municipalised" and that the university colleges of Leicester, Exeter and Hull should not become universities was made in 1942 in an internal office paper by the technical branch of the Board of Education.

who threat to their existence is dismissed today in an article in The THES by Dr Peter Gosden, who has had access to the official wartime records of the board, which preceded the establishment of the Ministry of Education in 1944.

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OU credit transfer offer rebuffed by universities

by Frances Gibb

The senate of the Open University has approved a scheme whereby undergraduates taking degrees at British universities, polytechnics and colleges will be able to transfer to OU degree courses.

Two years' successfully completed study will be counted as the equivalent of half the work for an OU honours degree or two-thirds of an ordinary degree. Under the OU system, six credits give an ordinary degree and eight give honours. The scheme will probably be implemented in January 1978.

The Standing Conference on University Entrance has not, however, recommended the scheme. In a memorandum to all British universities it said: "It is too early to give guidance to any university on the acceptability of OU course credits."

Sir Walter Perry, vice-chancellor of the Open University, had hoped the scheme would stimulate reciprocal arrangements which would enable work by OU students to be accepted towards degrees at other institutions.

Mr Godfrey Woodward, assistant secretary (credit exemptions) at the OU, said: "I am disappointed by the decision, but we have received a fair amount of evidence that institutions which combine programmes and seminars, could be advantageous, they say."

Dr Brian Gaines, a lecturer in the department, said the memorandum from the SCUE did not cast doubt on the OU's qualifications. It

our students with the appropriate credits being transferred.

Lancaster University is the only institution presently operating a mutual transfer credit scheme with the Open University. Sussex University and Liverpool Polytechnic take OU students who fulfil certain requirements.

Mr Edward Nakhle, admissions officer at Sussex, said: "We've always been perfectly happy to accept students into the first year on the basis of the OU foundation course. We feel no need to equate OU course credits with A levels or Higher National Diplomas."

Sussex was now considering taking Open University students into the second year of degree courses. "If we move in any direction, it will be towards this, rather than away from accepting OU qualifications."

Essex University announced this week that it is launching an experimental scheme under which an Open University course, "The Digital Computer", is to be taken by 80 second year honours students in electronics, as part of their degree.

Three staff members were consultants for the course. Although the material is similar to that taught at Essex, the OU's method of presentation, which combines programmes and seminars, could be advantageous, they say.

Dr Brian Gaines, a lecturer in the department, said the memorandum from the SCUE did not cast doubt on the OU's qualifications. It

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Squat if there are no lodgings—NUS

by Sue Reid

The National Union of Students is predicting a student accommodation crisis at the start of the new academic year. The union believes that thousands of students could be forced to become squatters.

Inquiries this week revealed that some lodgings officers were not unsympathetic to the idea of students who had no accommodation becoming squatters.

Mr Charles Clarke, the NUS president, said that he expected students in the bigger cities to be the worst hit. He added: "We are not specifically advising our members to squat, but we will do all we can to help and protect those who do, for they will have no alternative."

Mrs Shirley Moredeen, accommodation officer at the Polytechnic of North London, said the situation looked desperate. She was trying to find homes for 4,500 students, all of whom would have to be housed in the private sector in September because the polytechnic had no halls of residence in operation.

Last year the polytechnic was forced to take emergency action and put students up in the main college buildings on a temporary basis. Mrs Moredeen, who says overseas students face the hardest accommodation problem, expects the same thing to happen. She predicts that some students will have to become squatters.

Mr Bob Hughes, lodgings warden at Birmingham University, is searching for accommodation for more than half of the university's 7,500 students. He said that last September 100 students were supplied with camp beds at the beginning of term and slept in corridors at various halls of residence. Some students were still using the camp beds seven weeks after the beginning of term.



He envisages a similar situation this year because of the extreme shortage of housing in the private sector. The university is appealing for help from its academic staff and is launching an advertising campaign for accommodation, but Mr Hughes said difficulties were still expected, especially among overseas students.

The Inner London Education Authority provides 2,500 beds for the use of the five polytechnics and 31 colleges within its jurisdiction. However, about 31,000 students have to be housed for in the area, although some live at home. An ILEA spokesman said mobile homes and redundant property would be used to house students.

Bradford University has some difficulty in finding housing for students but is not expecting a crisis to develop. A spokesman

was a question of working out how the OU courses matched more traditional courses.

"We've had experience with OU students so we are prepared to take them into the second year. It's probably too early for most other universities, although I expect they will follow in time. You have to know if a student's OU course is suited to the one he is transferring to."

The new scheme requires credits to have been validated either by another British university or the Council for National Academic Awards. Safeguards will be taken to ensure there is significant overlap in the subject matter studied at each university.

The scheme is being introduced for students who might want to transfer to the OU because they are unable to complete their studies full-time for personal reasons and for OU students who might wish to transfer to another institution to follow courses not offered by the OU.

Mr Woodward said the number of students applying to other institutions each year or applying from other institutions to the OU was not known. He emphasized, however, that the number of OU students who were eligible for credit exemptions had been decreasing since 1971, and now constituted only a fifth of the total, so there was unlikely to be a push of students applying through the new scheme.

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College supports DES against local authority merger plan

by David Hancke

Staff at Dudley College of Education are backing a Department of Education and Science plan to merge the college with Wolverhampton Polytechnic despite opposition from the local authority.

Dudley Metropolitan Authority is proposing to merge the college with Dudley Technical College to form a new institute of higher and further education. If this plan fails the authority says it will close the 1,020 student college and use its buildings for other purposes.

The staff want to see a new polytechnic institution created out of Dudley College of Education and Wolverhampton Polytechnic. They are hoping that Dudley will be prepared to submit a minority report to the DES along these lines even if proposals to create a new institution in the town are approved by the authority.

Staff say that to create a new institute of further and higher education in an area with two strong polytechnics (Birmingham and Wolverhampton) will mean that Dudley will be unable to compete for students and could face closure eventually.

They say the Wolverhampton authority is in favour of the scheme and that a merger between the college and the polytechnic would benefit both authorities.

● The DES has finally decided to close Darlington College of Education, one of 13 threatened with closure.

The college has been asked to take its last intake of students in September. The letter from the DES says that every effort must be made to allow the college to be used for alternative educational purposes.

Mr John Hudson, the principal, said he regretted the decision since the college had put up a strong fight to remain open. He hoped that in-service work could be retained at Darlington.

● The main site of Kesteven College of Education, Grantham, is to be closed. The DES has asked the college to receive its last students in September in spite of strong protests from Lincolnshire County Council.

The College's Peterborough annex will be retained although it may have to be attached to another college of education.

Alternative uses for the main site are being investigated by the DES.

Martin Trow speaks at conference

Lancaster University's international conference on higher education, entitled "Excellence or equality: a dilemma for higher education", begins on September 1. At least 150 will be attending it.

A slight change in the programme, which includes a number of major figures from higher education in Britain, Europe and the United States, involves the replacement of Dr Clark Kerr and Seymour Martin Lipset by Professor Martin Trow and Dr C. Arnold Anderson.

Conference details from Mr D. J. Hounsell at Lancaster University.

£2,000 for books

A grant of £2,000 has been given to St Martin's College of Education, Lancaster, by the Provincial Insurance Company, Kendal, to spend on books.

Guide will put school-leavers on course

by Sue Reid

The widely increasing demands of Britain's universities and polytechnics in selecting student applicants are highlighted in a newly published guide designed to help the school-leaver choose a degree course.

This book, *Degree Course Offers 1975*, by Richard Heap, warns school-leavers to look before they leap and illustrates in detail the types of offer made to students by universities and polytechnics.

Mr Heap has compiled his information from 5,000 data sheets sent out to 200 schools in the country and has brought together some interesting offer comparisons in the absence of any official details from the universities and polytechnics.

Through a similar survey he has also discovered the personal feelings of university and polytechnic applicants and claims that nearly half the school-leavers hoping to read for a degree choose an edu-

cational establishment simply on the basis of reputation and opposition to often without any foundation.

A large percentage of applicants felt that graduates distinctly enjoyed better paid employment. The survey also indicated that few school-leavers were willing to live at home once they entered higher education.

On the subject of offers this guide underlines that in most cases the polytechnics are willing to accept a much lower A-level grade. There are exceptions, for instance, in accountancy, where the more polytechnics want gradings on a level with universities.

In the case of English most universities are now asking for a B grade and two Cs at A level but at Nottingham, Newcastle, Liverpool, Durham and Exeter, higher grades are often required. University College London claims that Heap often makes pass level offers to promising candidates who place them high in preference on the Uni-

versity Central Council for Admissions form while Kent and Hull are among the universities making low offers.

Bristol and Southampton appear to be the most popular universities for physics students and correspondingly with high grades but Leeds often accepts two C grades. Liverpool A C and an E grade while Newcastle and Nottingham have asked for three D grades only.

The polytechnics have recently been making offers to language students which come nearly in line with those asked by some universities. Bangor and Stirling have made offers of two C grades to potential French students, only a little higher than those required by Cambridge College of Arts and Technology and Huddersfield Polytechnic in the past.

Degree Course Offers 1975: Your Place at University and Polytechnic by Brian Heap, Career Consultants Ltd, 20 Fouberts Place, Regent Street, London W1V 1HH. £3.25.

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NUS booklet attacks press 'distortion'

by Sue Reid

Press and Prejudice is the name of a new booklet published by the National Union of Students to launch what it describes as a counter attack on the politically motivated distortion of British newspapers.

The union claims the power of the press is misused by the rich controllers of newspapers and criticizes all sections of it with the popular national dailies taking most of the blame.

The student demonstration at Stirling University during the Queen's visit in 1972 is highlighted in the booklet and alleged to be a glaring example of the willingness of newspapers to build up a small incident to discredit people.

Press and Prejudice claims the incident was the front page lead in both the London evening papers and in every national daily, a situation which posed questions about the supposed diversity of the press.

There was continued emphasis on the expression "student mob," says the pamphlet, and on drunkenness in all reports, except those in *The Guardian*, *The Times* and *Morning Star*. The union says that no evidence of drunkenness has ever been produced.

It adds further criticisms about the coverage of the Stirling affair three years ago with the *Daily Express* in the main firing line. The NUS claim the newspaper made matters worse by describing the wine drunk by students as "cheap."

The booklet goes on to outline the way other newspaper stories about students have been tackled with the *Daily Express*.

Quoting Lord Beaverbrook in a statement to the Royal Commission



Cover of NUS booklet

on the Press, the union claim he said: "My purpose originally was to set up a propaganda paper and I have never deviated from that purpose through the years."

While *The Guardian* is commended in the booklet for its opposition to the British invasion of Suez in 1956 and the *Morning Star* for its initial coverage of Princess Anne's wedding, most newspapers are hounded for misusing their power.

The booklet is designed to help students read newspapers critically. It concludes that while a total change in the structure of newspapers will not happen without radical changes elsewhere, there is a growing awareness of the need to do something about them.

Press and Prejudice is available from NUS Publications, 3 Endsleigh Street, London. Price 20p.

£208,000 limit on improving accounting education

The Institute of Chartered Accountants plans to spend £208,000 on improving accounting education and research this year but it has warned that until there is a stock market recovery further financial commitments will not be considered.

The Institute gave financial backing to five universities and two business schools in 1974. Help was given to academic posts at Cambridge University, Liverpool University, the University of Aberystwyth and Cardiff, the London Graduate Schools of Business Studies, the Oxford Centre of Management Studies and Lancaster University's International Centre for Research in Accounting. Grants were also made towards the development of training aids and the institute set aside funds to assist in the possible establishment of a centre for professional accountancy training in the north-east.

Fellowships and studentships were awarded to members of the Institute or other accountancy bodies to allow

them to read for higher degrees in accounting and finance in preparation for teaching.

The institute's research committee published the results of research projects during 1974 in the form of two new books, three papers and two research studies. In coordination with the International Centre for Research in Accounting at Lancaster and the Journal of Business Finance, the International Centre of Research in Accounting and Finance was also published. Currently 18 sponsored research projects are in progress, nine of which were commissioned during 1974.

The annual report of the Chartered Accountants' Trustees Limited, the company owned by the Institute to administer trust funds, says that after taking into account current assets of £122,000 at the end of 1974 and an expected net income of £70,000 this year, £16,000 will have to be realized from investment sales to finance the total grant figure for 1975.

Industrial relations training the aim

An industrial relations action programme was launched at Sheffield Polytechnic early next year. The scheme was outlined by Professor Ronald Rogers, of the polytechnic's Regional Management Centre, at a seminar in Sheffield recently.

Professor Rogers, speaking to an audience of management representatives and trade unionists, maintained that the major concerns of every company were developing the next generation of top management and coping with the urgent and growing problems facing British industry today.

He argued that managers did not learn to cope with the problems by going on courses, listening to lectures or analysing case studies. They needed to tackle real problems and have fellow managers challenge their actions and question their objectives.

Within an action learning programme companies and other organizations are invited to offer the real problems they face and put forward future senior managers to tackle

£4,000 to study reluctant students

A team of educational researchers from Lancaster University has been awarded £4,000 by the Department of Education and Science to find out why fewer sixth formers want to go to universities and polytechnics.

Led by Professor Gareth Williams, the team, from the Centre for Educational Research and Development, will also look at the reasons why more pupils choose to leave secondary school at the earliest opportunity.

The centre will be producing an interim report in October and a final report in April 1976. More than 3,000 pupils and students are being interviewed in the two surveys which have been designed and mounted in consultation with Professor Williams by the social survey division of the Office of Population Censuses and Surveys.

Professor Williams said: "We shall be looking at the reasons why unexpectedly large numbers of pupils are not taking advantage of the opportunities offered, then, in sixth form and further and higher

Dudley poly blocked by four votes

by David Hencke

Proposals to establish a new polytechnic of Dudley and Wolverhampton were defeated by 29 to 25 at a Dudley metropolitan authority meeting last week.

The defeat will mean that the authority's original plan to merge the 1,020-student Dudley College of Education with Dudley Technical College will go ahead and be submitted to the Department of Education and Science.

If this scheme fails, the local authority propose to close the college and transfer the teacher training places to West Midlands College of Education, Wallasey.

Staff at the college, who back a polytechnic merger plan, which has the support of the DES, intend to submit their own proposals to the DES.

C. F. Mott College of Higher Education, Liverpool has announced that a new multi-disciplinary Bachelor of Arts degree course will admit its first students from September.

The new courses will be drawn from a wide range of departments, including English, history, geography, biology, drama and art.

Courses will involve an attachment of students to the social services, industry, special education and the arts during the time they are studying for their degree.

An attractive feature is a delayed commitment proposal which will allow students taking a BEd degree and the new BA to follow a common course for the first year.

This means that students can be admitted to the college without having to register for a particular degree course.

Bromley education authority has announced that the DES has approved a merger scheme for Stockwell College of Education, Ravensbourne College of Art and Design and Bromley College of Technology. The new, as yet unnamed, college will retain 500 teacher training places.

In Parliament

MEDICAL DOCTORS

The current cost of training a doctor is about £28,000, of which more than half is spent on training within a medical school as distinct from the National Health Service, Mrs Castle, Secretary of State for Social Services, told the Commons recently.

Answering a question on the subsidy involved in the training of doctors in the NHS who then go into private practice Mrs Castle said the figures justified the Government's determination to put the interests of the NHS before private practice.

She said that under the Treaty of Rome a directive allowing the free movement of doctors within the Common Market had been agreed but she called on doctors to discharge the debt they owed to Britain in terms of their training.

OVERSEAS STUDENTS

In a written answer Mr Prentice, Minister of Overseas Development, announced that more than £500,000 would be spent on funding the overseas students' fees award scheme during the next academic year. This figure would include increased fees.

He said expenditure from aid funds on the awards in the year for 1974-75 was £478,000 in 1973-74 and £534,000 in 1974-75. About 75 per cent of the 1,000 new awards each year were for students nominated by their governments. The remaining 25 per cent went to private students.

FURNITURE

On the subject of the combined grant to universities for the purchase of furniture and equipment Mr Mulley, Secretary of State for Education and Science, revealed that more than £46,000 had been allocated for 1975-76.

In a written answer he gave a full table showing exactly how much individual universities were to receive. London University came top with a grant of £8,621. The lowest amount, of £8, went to the London Graduate School of Business.

Salaries conciliation move paid dividends, ATTI says

The decision to refer the further education salary claim to the new Advisory, Conciliation and Arbitration Service has "paid appreciable dividends," the Association of Teachers in Technical Institutions says in *The Technical Journal*.

"This was the first occasion on which a teachers' union had approached ACAS for conciliation in a national dispute. It cannot be doubted that the results of that approach led to an increase in the original offer and avoided the lengthy process of arbitration under the Teachers' Remuneration Act," it says in an editorial.

"The Teachers' Panel has argued for a long time against the present statutory framework and its compulsory arbitration. It is a framework that prevents free collective bargaining and joint negotiation of salaries and conditions of service, and it is long overdue for the review Houghton recommended. The approach to ASAS went outside this framework and produced a speedy settlement, consistent with the instructions of annual conferences.

A commentary by the ATTI on the new settlement says: "The new salary scales agreed in Burnham FE on June 16 to operate from April 1, 1975, represent an increase of approximately 20 per cent on the 1974 scales and include the threshold payments. Since the increase is intended to cover only the period from May 24, 1974, to March 31, 1975, it, in fact, represents well over 20 per cent a year.

"The basic increase is approximately 14.3 per cent on the 1974 post-houghton scales, plus the consolidation of the £230 threshold payments.

"Points 6 to 5 on the lecturer 1 scale receive a 10 per cent increase, a total increase of £600 (including threshold), and salaries over £8,000 receive a total increase of £1,380 (including threshold).

"Under the post-houghton settlement the top two increments of the lecturer 1 scale have been lower than the rest of the scale. Under this settlement they will be increased to the senior lecturer level so that points 9 and 10 on the

lecturer 1 scale become identical with points 1 and 2 on the SL scale.

"From September 1, 1975, the proportions of posts will be altered as follows:

Category IV	Category V
SL 0% to 5%	SL 0% to 5%
L 1 40% to 65%	L 1 5% to 10%
L 1 30% to 60%	L 1 80% to 90%

"The existing provision for mandatory senior lecturers in grades L and IV departments is unaffected.

"The provision is of vital importance in the light of the recent university arbitration. This award will place FE teachers further ahead of comparable university salary scales than they are at present but, if the intention of the university arbitration are followed in October 1975, a university lead could be reestablished at that time. This provision ensures that the Houghton settlement will be a determining factor in the April 1976 negotiations.

"The usual recommendations made by the ACAS are increased with effect from April 1, 1975. This will be without prejudice to the conclusions of a working party which is considering the adoption of national part-time rates."

Salary Scales in the Colleges and Polytechnics, 1975-76	min	max
Lecturer 1	£8,000	£10,000
Lecturer 2	£7,000	£8,000
Senior Lecturer	£6,000	£7,000
Principal Lecturer	£5,000	£6,000
Head of Department	£4,000	£5,000
Vice-Principal	£3,000	£4,000
Principal	£2,000	£3,000

Salaries conciliation move paid dividends, ATTI says

OPEN UNIVERSITY

Mr Mulley also said in a written answer that rising costs made increased fees for Open University courses unavoidable. He turned down a request for the university's fees to be made tax deductible.

TEACHER TRAINING

Commenting on the proposed reduction in teacher training Mr Mulley said all colleges of education places no longer needed would be possible, remain in use for other educational purposes, preferably higher education. He had so far approved proposals to amalgamate 37 colleges of education with polytechnics or with further education establishments.

SSRC NEWSLETTER

The cost of producing five issues of the Social Science Research Council's newsletter in 1974 had totalled approximately £11,000. Mr Ernest Armstrong, parliamentary under-secretary at the Department of Education and Science, revealed in a written answer. Two issues had been published this year and the average circulation was about 9,500, of which 1,000 were distributed overseas.

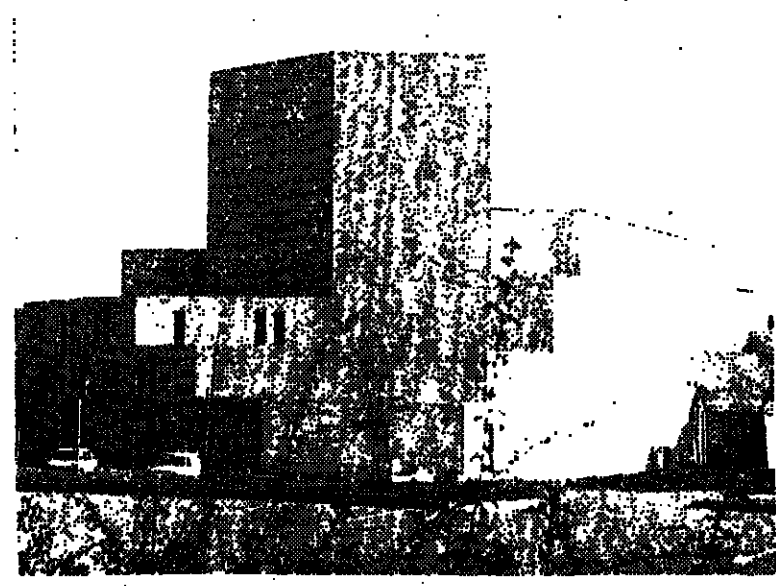
It contains lists of the council's research and training awards, describes reports resulting from grants selected research projects discussed articles on research policy and practice.

UNDERGRADUATE GRANTS

Mr Prentice said the proportion of home undergraduate students in universities in Great Britain in

Expenditure on Postgraduate Awards, Academic Years 1969-70 to 1974-75	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75
Department of Education and Science	1,040,700	1,070,700	1,070,700	1,070,700	1,070,700	1,070,700
Department of Science and Technology	1,040,700	1,070,700	1,070,700	1,070,700	1,070,700	1,070,700
Department of Health and Social Security	1,040,700	1,070,700	1,070,700	1,070,700	1,070,700	1,070,700
Department of the Environment	1,040,700	1,070,700	1,070,700	1,070,700	1,070,700	1,070,700
Department of Agriculture, Fisheries and Food	1,040,700	1,070,700	1,070,700	1,070,700	1,070,700	1,070,700
Department of the Civil Service	1,040,700	1,070,700	1,070,700	1,070,700	1,070,700	1,070,700
Department of the Treasury	1,040,700	1,070,700	1,070,700	1,070,700	1,070,700	1,070,700
Department of the Foreign Office	1,040,700	1,070,700	1,070,700	1,070,700	1,070,700	1,070,700
Department of the Home Office	1,040,700	1,070,700	1,070,700	1,070,700	1,070,700	1,070,700
Department of the Ministry of Defence	1,040,700	1,070,700	1,070,700	1,070,700	1,070,700	1,070,700
Department of the Northern Ireland Office	1,040,700	1,070,700	1,070,700	1,070,700	1,070,700	1,070,700
Department of the Welsh Office	1,040,700	1,070,700	1,070,700	1,070,700	1,070,700	1,070,700
Department of the Scottish Office	1,040,700	1,070,700	1,070,700	1,070,700	1,070,700	1,070,700
Department of the Northern Ireland Office	1,040,700	1,070,700	1,070,700	1,070,700	1,070,700	1,070,700
Department of the Welsh Office	1,040,700	1,070,700	1,070,700	1,070,700	1,070,700	1,070,700
Department of the Scottish Office	1,040,700	1,070,700	1,070,700	1,070,700	1,070,700	1,070,700

Award-winning buildings at Warwick and Leicester



Warwick's arts centre and Leicester's library were two of the three university winners of the 1975 Royal Institute of British Architects awards. Renton, Howard, Wood, Levine were architects for the former and Castle Park Hook and Partners for the latter. The other winner was Wolfson College, Oxford, designed by Powell and Moya, which was shown in *The Times* last week.

£396 salary offer 'not enough', says Sapper

The pay offer made to university teachers this week by the Government was "not enough," Mr Laurie Sapper, general secretary of the Association of University Teachers said on Tuesday.

"The offer adds £84 threshold payments and the £312 a year allowable under the Government's anti-inflation policy to the 20 per cent arbitration award university teachers received in June.

The AUT and the universities panel (committee A) met yesterday to discuss the offer. Early in the week it seemed likely that committee A would ask for committee B (the Government and committee A) to be reconvened so that a series of proposals could be put to the DES so that negotiations on the cost of living increase could take place "on a realistic basis."

Mr Sapper said this week: "It is deplorable for the DES to wait seven weeks before responding to a simple proposition from committee A about settling the amount of the cost of living increase due for the year 1974-75.

The fact that only a few days previously the DES had announced an award for further education teachers of 20 per cent cost of living increases whilst offering university teachers a mere £312 per annum (some 6 to 7 per cent overall), shows a complete lack of political sense.

When one goes from minister to minister, one is met with the shake of the head and a statement that 'it is unfortunate that university teachers have once again been cut out in the technicalities of government pay policies'.

"This is intended to give an impression that ministers sympathize with our situation and it sounds very plausible until one realizes that it is the ministers themselves who made the technical rules and that the situation university

teachers are now in could easily have been avoided."

Dr Keith Hampton, secretary of the Conservative parliamentary education committee, sought clarification from Mr Mulley this week on whether the university teachers' pay award was retroactive or part of next year's pay award.

In a parliamentary question he asked whether the £312 offered to university teachers to cover the cost of living increases from October 1974 to October 1975 was now to count as a principal increase under the lines of the *Attack on Inflation* White Paper, and if it will prevent any further pay award being made during the next pay round to October 1976.

"It looks suspiciously as if the Government is not going to recognize the cost of living bonus as part of the pay negotiations which were the arbitration tribunal, and if so this will be a breach of faith, and unfair treatment for university staff, considering the double increases which all teachers have received this year," he said.

The Government had got itself into an outrageous muddle through the bungling of the former minister of education, Mr Prentice, he added.

University teacher's pay

Lecturer	Arbitration award	Admission award plus
1974-75	1974-75	1974-75
£118	£118	£118
£122	£122	£122
£126	£126	£126
£130	£130	£130
£134	£134	£134
£138	£138	£138
£142	£142	£142
£146	£146	£146
£150	£150	£150
£154	£154	£154
£158	£158	£158
£162	£162	£162
£166	£166	£166
£170	£170	£170
£174	£174	£174
£178	£178	£178
£182	£182	£182
£186	£186	£186
£190	£190	£190
£194	£194	£194
£198	£198	£198
£202	£202	£202
£206	£206	£206
£210	£210	£210
£214	£214	£214
£218	£218	£218
£222	£222	£222
£226	£226	£226
£230	£230	£230
£234	£234	£234
£238	£238	£238
£242	£242	£242
£246	£246	£246
£250	£250	£250
£254	£254	£254
£258	£258	£258
£262	£262	£262
£266	£266	£266
£270	£270	£270
£274	£274	£274
£278	£278	£278
£282	£282	£282
£286	£286	£286
£290	£290	£290
£294	£294	£294
£298	£298	£298
£302	£302	£302
£306	£306	£306
£310	£310	£310
£314	£314	£314
£318	£318	£318
£322	£322	£322
£326	£326	£326
£330	£330	£330
£334	£334	£334
£338	£338	£338
£342	£342	£342
£346	£346	£346
£350	£350	£350
£354	£354	£354
£358	£358	£358
£362	£362	£362
£366	£366	£366
£370	£370	£370
£374	£374	£374
£378	£378	£378
£382	£382	£382
£386	£386	£386
£390	£390	£390
£394	£394	£394
£398	£398	£398
£402	£402	£402
£406	£406	£406
£410	£410	£410
£414	£414	£414
£418	£418	£418
£422	£422	£422
£426	£426	£426
£430	£430	£430
£434	£434	£434
£438	£438	£438
£442	£442	£442
£446	£446	£446
£450	£450	£450
£454	£454	£4

Hopes of growth still strong

by Alan Cane

Many polytechnics still retain ambitious plans for growth in student numbers, although it is clear that for most, finance and accommodation will have to improve markedly if an unacceptable decline in standards is not to follow.

There seems little correlation between the retention of growth plans and geographical location. At the City of London Polytechnic, for example, the present full-time equivalent student population of 4,100 students is expected to grow to 6,500 by 1980-81, a growth of over 58 per cent. But already the targets are yielding in economic pressure.

The projection for 1976-77 had been 5,000 FTE, a growth of about 22 per cent. In June the Academic Council and Court of Governors cut the target to 4,500 FTE, a growth of under 10 per cent.

Across the river at the Polytechnic of the South Bank, Mr Vivian Pereira-Mendoza, the director, felt unable to give any details of student targets commenting: "You ask about our student target for 1976-77 and 1980-81, it is virtually impossible to answer either question until some further indication is given of the level of financial support forthcoming. We shall continue to admit as many students as our staff establishment will permit, but we shall not know before October what this establishment will be."

So student expansion is threatened by economies, by the size of the teaching establishment and by accommodation. At Central London Polytechnic, the FTE population is about 4,300 (not including continuing education students) of which about 2,950 are full-time and sandwich. Numbers of these students are expected to grow to 3,200 by 1976-77, this is the limit set by accommodation.

Mr Malcolm Orr, the academic registrar, comments: "In terms of full-time and sandwich long course students, the constraints of space necessitate a levelling off in growth at about 3,200. The total population can only be altered by 1980 if we acquire more buildings. Present circumstances make this seem very unlikely."

(How the full-time equivalent student population is calculated varies from place to place. Most of those who responded to the survey used a formula in which one full-time student equals one, one sandwich student equals one and one part-time student equals one-fifth. Where appropriate, *The Times* has used this formula.)

The picture is further complicated by those polytechnics which are in the process of amalgamation with colleges of education. Brighton, for example, is planned to merge with the two stages of initial training and the induction year.

Discussing how the induction year could replace the discredited probationary year, Mr Barnett suggested that bridges could be built between the two stages of initial training and the first year of teaching.

Two conditions had to be satisfied: a student in initial training must have the opportunity of working with an experienced teacher directly involved in the day-to-day world of children in school.

The relationship of that teacher to the college was of major importance. His standing in the college must be such that it would convince students not supported and

which replied to the survey, and more residences are planned although unlikely to be available before 1977.

At Manchester only 4.2 per cent of students are in polytechnic residences although there are plans for further residences. About 15 per cent of full-time and sandwich students are in residence at Leicester Polytechnic and Mr David Bethel, the director, says that this total will be doubled next session if negotiations at present in progress are successful.

Sunderland Polytechnic has 510 students in halls of residence and a new building for 200 students has been approved and will be started soon.

In the south, at Brighton, about 5 per cent of full-time students live in a polytechnic hostel and a contract is about to be placed for a new unit rehousing capacity. Approximately the same number are now in purpose-built accommodation at Plymouth Polytechnic.

Dr Robbins notes: "Plans for an additional residence have DES approved and we have been encouraged to plan for up to 30 per cent of the student population. We have no indication as yet how such plans may be affected by the present emergency."

Of the London polytechnics, Thames has about 350 places but will gain an extra 350 places through its merger with Dartford College of Education, while City has 200 student places in converted houses and hopes to house another 150 in a former merchant seamen's hostel.

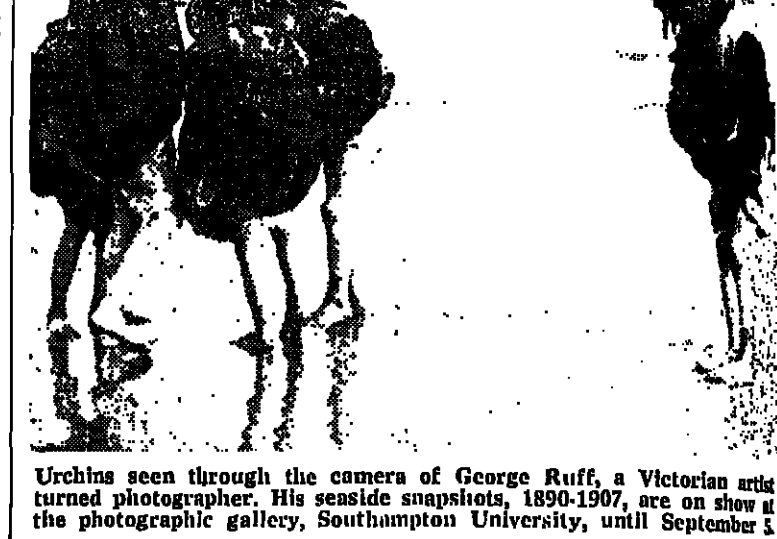
South Bank has at present 260 places and the director writes: "A very considerable expansion of student accommodation is essential if student numbers are to increase significantly but no new accommodation can be foreseen clearly at present for this polytechnic."

Dr George Tolley, rector of Sheffield Polytechnic, says that standards of provision at the polytechnic are dropping: "Additional students, over the total for the previous session, have been provided for at a cost of 75 per cent of the resources cost of other students, and allowances for inflation within the budget will not meet the actual increase in prices."

The present population of 4,109 FTEs is expected to grow by 44 per cent to 5,912 by 1980-81, but this figure includes mergers with two colleges of education.

Polytechnic accommodation takes 5.13 per cent of students but an increase to 6.65 per cent is expected next session. Further increases are expected after the merger.

Dr Tolley's views bear out the picture presented by the survey as a whole: "Constraints and pressures are becoming much tighter. Financial stringency is combined with disorganization and power struggles following local government reorganization produce an uncomfortable situation."



Urchins seen through the camera of George Ruff, a Victorian artist turned photographer. His seaside snapshots, 1890-1907, are on show at the photographic gallery, Southampton University, until September 5

Salaries take £1,329m of total education bill

by Frances Gibb

Education expenditure in England and Wales for 1973/74 increased by £340m to £3,426.5m compared with the previous year, the Department of Education and Science says in its annual report for 1974.

Of this, £531.5m was spent on universities, £469.7m in 1972/73, £147.5m on teacher training (1973/74), £137.5m and £447.2m on further education (£419.2m).

About half the total current expenditure on education was on teachers' and lecturers' salaries—£1,319m compared with £1,170.5m in 1972/73. Expenditure on awards to students in universities, further education and colleges of education increased by £10m to £158.6m.

The total of the rate support grant to local authorities for 1974/75 was increased in autumn 1974 from £3,076m to £4,153m, of which £3,594m was the figure for local authority education expenditure.

There were 2,580 applications in 1974 for state studentships, for which the department made 948 offers. Of these, 856 were taken up, the report notes.

General education research sponsored by the department amounted to £708,500 in 1974. This figure does not include research undertaken by universities, estimated for 1974/75 as £117.8m.

Among research projects sponsored by the department are a study on community use of polytechnic facilities, which is a one-year project costing £6,391, undertaken by Professor J. Musgrave and Miss C. Kenny at University College London, and a study of organizational and management structures in practice in local authority education. This project, undertaken by Dr L. G. Mee of the adult education department at Nottingham University, will cost £19,542 over two and three-quarter years.

The DES also allocated for 1974/75 £85,400 (1973/74, £73,880) to the Council for Educational Technology, £451,000 (£135,000) for the Computer Assisted Learning Programme, and £46,180 (£29,319) to the Council for Educational Research and Innovation.

The total grant to the five research councils, together with the Natural History Museum and the Royal Society, was £172m. This was a drop of 2 per cent on funds for 1973/74, however, as a result of public expenditure cuts, and was the first year the total had fallen since the science budget was established in 1966-67.

In adult education, the report notes that enrolment at local education authority centres increased by 37,000 to 1,747,000 in November, 1974. This does not include students at major further education establishments on non-vocational courses.

Courses provided by university extra-mural departments and the Workers' Educational Association were attended by about 272,000 students in 1973/74, towards which the DES grant totalled £2,256,120 compared with £2,036,170 in the previous session.

The department's grants to associations providing educational services increased by £5,000 to £51,950.

Don's diary

Proletarian end

I lay in bed and felt ill. Pounding head, furry tongue, itching teeth. Around the room dismal evidence of last night's drunkenness. Clothes bundled up in the corner, a half smoked Castella in the ashtray, three quids' worth of loose change scattered over the shelf. Yesterday had been degree day. And as usual we had attempted to shrug off the guilty memories of our attendance by a heavy bout of proletarian drinking.

After all, if we got drunk enough we could always pretend that we had never really been there, or at least help each other reconstruct the situation in such farcical way that our presence no longer held any moral significance.

"What do you mean—sellout?" "It was just a game; we didn't take it seriously for a moment." "Look how we giggle about it all in the senior common room!"

Then we'd gone downtown for an Indian and a few more halves. Made up with some parents in The Spotted Cow. All so happy at having been to the ceremony—"didn't the choir sing well?"—and seen their Simon and Deborah sitting up

straight in their nice new gowns. And they had a record of the scene, so it was yabboo to anyone who said their son or daughter was half crazed deadbeat drug freak. They had a photograph to prove otherwise.

Got into a long conversation with an aggressive father about the value of social science. "I'll tell you the value," he kept shouting. "I'll tell you the value . . . about four thousand quid a year!" I explained to him that none of us were in academic life for the money. We could all earn a great deal more in industry. (For God's sake what industry?) just for appearances and complete an embarrassing performance by knocking over his wife's Bleeding Heart (advocate with a dash of cherry brandy—or 45p as most of us found out at some time during the evening).

Soon all those disturbing memories would drift away with the hangover. I turned over, face the ceiling and stretched my legs and arms out to the world. Today was the first day of the long vacation. The academic year was over.

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about rum recession than the imminent collapse of contemporary capitalism.

Papist, mystic, or?

But Lorna must not be allowed to upset the long vacation. There were so many things to do in the next few weeks. A great pile of books lay by the bed. After Worsley there was *The Honourary Constable* (I could I really find time to get it?) and three slim Penguin on Wilhelm Reich (Perhaps I could finally shrug off that minor gardening injury and surge forward on the sexual front).

Only two of the pile were for review—a new introductory textbook on *Radical Approaches to the Sociology of Leisure* by James Roach which looked dull. (As the journal had only asked for a brief review I toyed with idea of only terse dismissive sentence. Perhaps "the only thing to do with this Roach is to flush it down the toilet". But Lorna had found that childish and self-serving: "another pathetic attempt to identify with people half your age", she'd opined.)

Bourgeois horrors

Still haven't quite finished the Peter Worsley. Instead of reading the commune chapter this morning, I spent the time in bed with the latest copy of *The THES* and worked out my new annual salary. After I'd got the figure for the year I worked it

out for the month and then for the day. First gross and then net. Decided that I could now afford an electric toothbrush (But will Lorna keep quiet about it at parties?) Sent off three small cheques to radical organizations. Began thinking seriously about writing a novel.

Meant to stay in tonight and get on with signing some old l.e.a. forms I'd discovered during the afternoon when I was putting all my books into alphabetical order, but instead drifted down the road to Odeon Town to see *It's Alive*. Happy bourgeois couple give birth to monster child which savages gynaecologists, police men, pedestrians and even a milkman, during its long crawl across town to reunion with actual parents, who after initial and understandable unreadiness to admit responsibility for the little mutant, now embrace it as their own and shield it from the police bullets.

I enjoyed every minute of it but Lorna thought it was really a sign of the collapse of capitalist culture.

The big thinkers

Adrian Pacemaker gave me a ring just as I was chucking over the erratum on page 214 of *Inside China* (Man's social control policy of "killing none" and not arresting most" appears as "killing most" etc).

I first met Adrian a couple of years ago when he came over to the department for some help. He was in television, had just read an article on the connection between brain damage and violence, and was trying to work up a six-part series on lead poisoning and football hooliganism.

But he was always ready to take advice. So when he told me over the phone about "some new ideas" he had I was only too pleased to see his immediately. He looked much more prosperous than before—one

of those Austin Reed safari suits and an obviously new pair of mauve suede boots.

His new idea was for a late night show. He told me there was a swing to intellectual programmes. "A spin off from the Lord Clark-Brownwieski-Museum package" as he put it. He'd got a tentative title—"Big Thinkers"—and he was wondering if I'd like to handle the programmes on Weber, Marx and Desmond Morris.

"We hear an awful lot about alienation, but how many people have actually seen it in their lives?" There seemed no good answer to that so I reluctantly agreed to spend a few days knocking out my ideas for the visual treatment of "surplus value, species-being, and routinization of charisma".

Predictably, Lorna thought the enterprise was yet another sell-out, but we avoided a "what happened to the man I married" scene by driving over the Batley Variety Club to see Dul Shannon.

Over to teach someone with such little taste, sensitivity or political awareness making a great deal of money without the slightest sign of guilt. Lorna liked it all in spite of herself and actually sang along with the one about the Swiss yodler. Told her about my novel on the way home.

Running on to win

Decided to sign the l.e.a. forms in the afternoon and then finish *China* in the garden before lunch tomorrow. Afternoon for reading a thesis on "The Social Origins of Part-time Youth Club Workers", and the evening for starting the novel. But Adrian phoned at half-past ten, to say that he'd been unable to send Weber to the high-ups. Could I quickly suggest another "big thinker"?

Finally got out of bed and tried to do page 12 of the "Observer's Book of Communism Exercises" (stage one of physical improvement programme).

Managed three but halfway through the fourth felt very dizzy. Dressed the road to Ladbroke. Everyone so pleasant, nobody chatting unnecessarily. That lovely familiar commentator, the ritual phrases . . . "going down at Ascot" . . . "under orders at Ayr" . . .

Nice friends in the corner. The bets on the board, three happy girls at the tills. Sudden concentrations of attention and emotion as the horses race it out in the last furlong. Such a good afternoon! Master Chai came in at 9-4, and Peaceful who paid of money, and more than a possible each way bet noted past Grand Chai to win at 12-1. Thirty three pounds up on the day!

I went into town and bought two volumes by Perry Anderson, a new Parker Bros pad of paper, and an indoor cycling machine. Tomorrow, I reminded myself, is still the first day of the rest of my life.

Laurie Taylor

The author is professor of sociology at York University.

Frank Harris reports on a conference on the teacher induction year

A tutored way to classroom skills

The change in status from student to teacher and the controversy about how teachers should be trained meant that the principal problem of induction year programmes was one of attitudes, Mr John Barnett, principal of the new College of Ripon and York St John, said at a conference in York last week.

The conference, organized by the College of Preceptors (Yorkshire and Humberside), brought together teachers, lecturers and administrators from all parts of Britain to discuss the professional tutor and the induction year.

Discussing how the induction year could replace the discredited probationary year, Mr Barnett suggested that bridges could be built between the two stages of initial training and the first year of teaching.

Two conditions had to be satisfied: a student in initial training must have the opportunity of working with an experienced teacher directly involved in the day-to-day world of children in school.

The relationship of that teacher to the college was of major importance. His standing in the college must be such that it would convince students not supported and

had the power to influence the pattern of their training.

Secondly, the novice teacher needed a colleague on the staff with a special responsibility for supporting him who stood in this relationship with students in the neighbourhood, a college or who had recently done so.

The existence of a link man who helped in initial training and able to continue the new teacher's relevance of his own training schemes would be one important factor in the building of bridges, added Mr Barnett. But it would be only partially successful unless another kind of bridge was built through his influence and interaction.

Accepting some responsibility for his own professional preparation was an essential part of bridge building if a student teacher was to move confidently towards becoming a teacher.

If this was to be effective, the resources of the college had to be organized so that they could be used by the student in an independent way.

At the College of Ripon and York St John they had built into their syllabus the optional availability of

Initial teacher training (II)	114,321	112,551	107,500
Total	210,601	212,616	215,500

(i) At November.
(ii) At October. In colleges of education, departments of education in polytechnics, art teacher training centres, and colleges of education (technical).

Student numbers in major establishments of further education (I)

	1972	1973	1974 (estimated)
Full-time and sandwich advanced (II)	96,280	100,065	108,000
Part-time and evening advanced	107,201	108,256	117,500
Non-advanced (all modes) (III)	1,577,460	1,579,310	1,651,500
Total	1,780,941	1,787,639	1,877,000

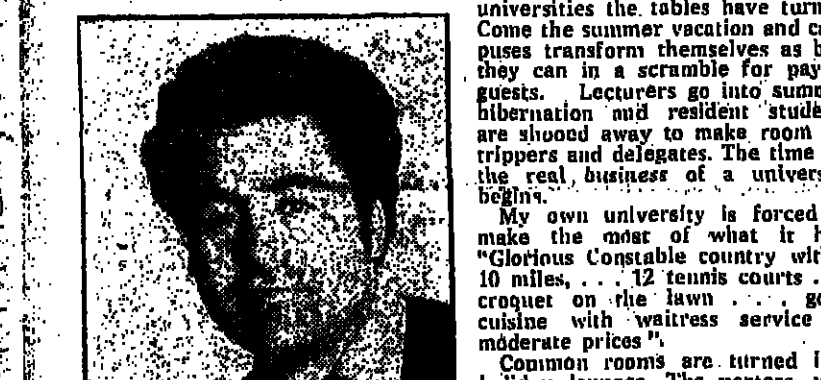
(i) These exclude Evening Institutes and teacher training establishments.
(ii) Included in non-university higher education.
(iii) Difference between 'All students' and 'All advanced'.

Students taking courses leading to recognized qualifications at polytechnics (I)

	Advanced courses		All courses	
	November 1972	November 1973	November 1972	November 1973
Full-time and sandwich	68,429	71,586	74,593	76,600
Part-time day	29,440	29,607	43,816	42,781
Evening only	16,278	15,303	24,321	21,785
Total	114,147	116,498	142,730	141,166

(i) Figures in this table are on the basis of 30 polytechnics and include those proposed but not formally designated at the dates shown.

Why waste summer on the tourists?



IVOR CREWE

When I was an undergraduate at Oxford, dons and students alike played at being heavily to tourists. The main rule was: no concessions, no surrender.

If visitors were very polite and timid they escaped lightly: they were just audaciously ignored, like college wives and children. The more curious would be treated to loud, extravagant discussions on, say, dialectical materialism and its relation to existentialism, or (especially for middle aged ladies) sexual allusion in the later sonnets.

My classics friends could put on a splendid show entirely in Latin. The rest of the world was made to suffer. "Directions to Christchurch Meadow? Certainly." At which point a detailed route to the Cowley car works would be provided.

Oxford and Cambridge may still get away with this, but for most universities the tables have turned. Come the summer vacation and campus purses transform themselves as best they can in a scramble for paying guests. Lecturers go into summer hibernation and resident students are shooed away to make room for trippers and delegates. The time for the real business of a university begins.

My own university is forced to make the most of what it has. "Glorious Constable country within 10 miles, 12 tennis courts . . . croquet on the lawn . . . good cuisine with waitress service at moderate prices."

Common rooms are turned into holiday lodges. The porters, who thought they had won the battle to be called security officers, find they are being treated as porters again.

The campus store sells sticks of university rock (really). The library closes early, and computing is impossible on weekends, but not to worry, there is a daily bar extension to 11.30 pm.

Since the guests seem to enjoy themselves and the university organs work hard, I hope I shall not be misunderstood when I say how possible it is for a university to be a holiday trade. Sad, because what visitors see is a ghost-campus, a break in educational transmission

where normal service will not be resumed until October while the university struggles to provide a service for which it was never designed.

The buildings may be open, but the university has closed down for all that. Unnecessary, because with only a little money and vision from outside educational authorities, local and central campuses could fill their spare capacity in ways for which they are traditionally equipped.

The North American situation is instructive. Hardly a university is without its large summer school programme, ranging from credit-bearing courses for doctoral students and vocational refresher courses for the full-time employed to "education vacations" for entire families.

There is both an intensity and sometimes an intellectual triviality about the North American summer school which makes it easy target for mockery. But it is an institution that allows students to pace their degree, enables the professions to update their knowledge, and provides academic staff with substantial extra income.

Despite the lip service by successive governments to the desirability of professional retaining, recurrent education, and more flexibility in timetabling, next to nothing has been done to encourage British universities to provide it. The Department of Education and Science is unaware of indeed obsessed by the amount of spare capacity in our universities but its response is that of the accountant and focuses entirely on places for first degrees, ("if it were possible by sheer timetabling to increase the

effective use of accommodation by 10 per cent we could save some 4,500 places at a capital cost of £12.5m" etc, etc).

So at present the most common kind of summer education consists of English language classes for European adolescents, and were it not for the Open University's summer schools, there would be almost no instruction at undergraduate level or above from June to October.

The need for summer programmes of advanced-level teaching is certainly growing. Despite the exponential increase in knowledge over the century the length of most first degree courses has remained fixed at three years. As a result first degrees have become either more specialized or less coherent.

The mushrooming of post-graduate masters and diploma schemes over the last decade has taken the form of the straitjacket. But sooner rather than later a hard choice will need to be made between lengthening first degrees or accepting that they no longer constitute an "advanced" level of education. An obvious solution lies in summer vacation teaching.

University teachers are in an ideal position to keep abreast of their subject and thus to renew knowledge among the professions, management and the public service. If the Government is so anxious to make universities socially "useful" it should encourage them to re-educate existing manpower, rather than force their development to conform to highly speculative forecasts of future manpower.

The national requirement for

doctors and engineers two decades hence cannot be certain; what is hardly in doubt is that the present standards of medicine and engineering would improve if practitioners of 20 years standing were obliged to undergo an intensive three-month refresher course. The combined forces of professional pride, administrative inertia and Treasury caution may well be too strong for such a scheme. But unlike the provision of hotel accommodation it is a task which universities think worthwhile and are fitted to take on.

Those who, like myself, have organized postgraduate-level courses in vacations know that such encouragement is not forthcoming. Instructors, not unreasonably, expect to be paid for doing extra teaching over the summer. But the UGC will not let its universities for supplementary fee teaching.

Universities therefore have no incentive to re-educating existing manpower. Worse, since foreign holidaymakers can pay more, they are given priority. Summer school participants are asked to pay a "economic" tariff, but have few grants, no tax breaks and even an economic course credit system for support.

Hostility among academics to calls from the DES for higher productivity would be somewhat mollified if it showed signs of thinking more seriously about the best educational use of the savings made, and took some initiative on financial incentives. Until it does so, universities will continue to close

Tribunal clears lecturer sacked after college picketing

DECISION

The unanimous decision of the tribunal is that this complaint succeeds but that no sum by way of compensation should be paid by the respondents.

REASONS

Mr Weston having become a member of the staff of the department of philosophy of the college on October 1, 1971, pursued his calling as a lecturer in that department from that date. Broadly his function was to teach students in his subject, presumably refreshing himself intellectually by study and application as he went along. Few would dissent from the words of Professor Richardson, a senior member of the staff who said in evidence: "I regard myself as a teacher to teach the student body."

In the summer of 1973 Mr Weston became a member of the Association of Scientific Technical and Managerial Staffs. There was nothing wrong in that. Many if not all of the teaching staff at the college are members of that union and or the Association of University Teachers. It is no part of the case for the respondents that Mr Weston was dismissed from October 1974, because he was a member of the ASTMS and that was in breach of contract with his employers.

In the autumn of 1973 Mr Weston was away ill returning to duty in the middle of November. When he returned he found that there was a dispute between postgraduate students and tutorial assistants who were engaged in demonstration and tutorial work at the college, over their rates of pay. Despite the fact that it appears from the evidence of Mr John Peel, senior assistant bursar at the college, that there was at that time a government pay freeze in operation, it would seem that their cause was being espoused by the ASTMS of which union many were members.

According to Mr Peel, the dispute also involved an argument about whether the college would recognize the ASTMS for negotiating purposes or tutorial assistants and postgraduate students. However, that may be, on January 21, 1974, the postgraduate students and tutorial assistants withdrew their labour and other groups of workers in the same union namely, technicians and academics, were asked to support the strike action.

Mr Weston was a member of Swansea number two branch where it was decided to give full support to the strike. Now part of the supporting action was to attempt to interfere with the delivery of vital supplies to the college. The most important of these supplies was oil for heating purposes.

This was attempted by picketing day and night the entrance to the college and persuading or attempting to persuade those delivering supplies not to cross the picket lines. There can be no doubt that this action was extremely disruptive of the life of the college.

An industrial tribunal in Cardiff has supported a philosophy lecturer's claim against University College, Swansea, that he was unfairly dismissed at the end of his three year probationary period. The Association of Scientific Technical and Managerial Staffs had alleged that this was related to his part in the picketing of college buildings during a strike by postgraduate students. Below is reprinted in full the tribunal's judgement in the case of Mr Mike Weston, as delivered by its chairman

It was very serious and at one time many buildings were cut off entirely from heat. Mr Weston took part in these picketing activities, as he himself admits, although there is no evidence that he took part in these activities during his working time.

From the evidence it seems that some witnesses say that a minority of ASTMS members at the college were involved but other witnesses say that a large number of the members of the union were involved but certainly Mr Weston was not the only lecturer involved in picketing.

DISRUPTION

This industrial action dragged its weary course until March 4 when it ended having failed we are told, in its express objectives. There can be no doubt, however, that it had time in disrupting severely the life of the college.

In February, 1974, Mr Weston applied for a post as lecturer at Essex University. He was interviewed and on May 17, 1974, was offered the post. He accepted two days later and on June 19 he was told that the appointment was subject to the receipt of written ratification and his contract on July 9, 1974. It follows that whatever Swansea did about his contract he had already resolved to leave and had accepted other employment on terms no less advantageous, we are told, than he had stayed.

Between March and May, 1974, the senate standing committee of the college was considering the confirmation of the appointments of a number of lecturers who were in the final year of their probationary period of three years. Mr Weston was one of them.

The great majority were recommended for confirmation of tenure but two, Mr Weston and a Mr Holden, who had both taken part in the picketing activities, were not recommended for confirmation.

As a result, at a meeting of the joint staff and appointments committee, held on June 3, it was decided that the two of them should be interviewed by the committee on June 28, after which a final recommendation would be made to the council of the college as to their confirmation of tenure or otherwise. On June 28, Mr Weston was interviewed by the committee and Mr Weston inviting him to attend the meeting. No indication was given to him of its purpose and a similar invitation was sent to Mr Holden.

Mr Weston for his part telephoned

the registrar to ask him what the meeting was about, but got it without any information. Mr Weston, however, conceded that he realized that the meeting was about his tenure and thought it might also involve his activities at the time of the strike.

He attended the meeting accompanied by a colleague, a Mr Mounce, who was a tenured lecturer but was not a member of any union. The chairman of the meeting was Professor Llewellyn Jones, the principal of the college, and there were present some 16 members.

It has been suggested that it was something of a high-powered meeting and I do not think anyone could seriously disagree with that suggestion. As to what transpired at the meeting, it is I think sufficient to say that Mr Weston was closely questioned as to his activities during the strike and when he admitted picketing, was required to justify his actions.

This, it would seem, he attempted to do at some length. He was asked whether in the future, if a similar situation arose, he would give an assurance that his conduct would be different.

He said no such assurance could be given by a trade union member because it would have the effect of preempting action decided in future to be taken by the union to which he belonged.

Mr Mounce, who incidentally disagreed with the strike, said that the college was the whole fair in his opinion and Mr Weston was given a full opportunity to reply. Although the word loyalty may not have been used at the interview it is we think clear that, as Professor Williams indicated, the concept of loyalty and the conflict which could arise between loyalty to the college and to a union, was much in issue. The outcome of the matter was that on July 15, a letter was sent to Mr Weston stating that his appointment would terminate on September 30, 1974, at the end of his probationary period.

GOOD BEHAVIOUR

Now Mr Holden, who was interviewed immediately before Mr Weston and who was also on probation and a member of ASTMS who had picketed during the strike period, was dealt with differently.

His tenure was not confirmed but he was given an additional 12 months probation. Why, one may ask with some perturbation I think, were these two gentlemen dealt with differently? I think that the answer lies in the fact that at the interview

Mr Weston would give no assurance as to his behaviour in the future while Mr Holden, according to the evidence of Mr Peel, gave the impression that in the future he would not do anything to disrupt affairs at the college whether or not as part of union activities.

We have accordingly come to the view that Mr Weston was in fact dismissed principally because he would give no assurance that in the future he would do nothing disruptive of the life of the college, if industrial action leading to disruption was required of him by his union.

This decision was founded on the conduct of Mr Weston during the strike which had played its part in threatening the physical and academic life of the college.

The law relating to this matter is to be found in paragraph six of the first Schedule to the Trade Union and Labour Relations Act 1974. Under that paragraph the burden lies upon the employer (in this case the college) to show the reason for the dismissal is that the employee has discharged the burden of showing the reason for the dismissal and having said that one has at once to refer to sub paragraph four. It reads:—

"For the purposes of this Schedule the dismissal of an employee by an employer shall be regarded as having been fair if the reason for it or if more than one the principal reason was that the employee had taken or proposed to take part at any appropriate time in the activities of an independent trade union."

This later in the paragraph is said to be what is known as an "independent reason" for dismissal. The words "activities of a trade union", although not so far as I am aware yet defined judicially, means, as I see it at least by implication "lawful activities".

Thus the question follows: is peaceful picketing a lawful activity in the context of this matter? Now there is no suggestion here that the picketing was other than peaceful. There is no hint of evidence that violence of any kind was extended by pickets to those seeking to cross the picket lines, so clearly it is peaceful picketing with which we are concerned.

LAWFUL PICKETING

At the time it was picketing of this nature, at least by implication that the complainant was asked to give an assurance about. Now picketing under the Act which became effective on September 16, 1974, is defined in Section 15.

Despite the very persuasive argument put forward by Mr. Heath, on this point, in view of the fact that the reason for dismissal as we have found was a refusal to give assurance as to the future, we feel that it is not picketing as it was then known at the time of the strike which is relevant, but picketing which might take place in the future and picketing in that sense is defined as it is said, by section 15 of the Act.

Because it is important I propose to read it. It says here simply:— "It shall be lawful for one or more persons in contemplation of or furtherance of a trade dispute to attend at or near (a) a place where another person works or carries on business or (b) any other place where another person happens to be not being a place where he resides, for the purpose only of peacefully obtaining or communicating information or peacefully persuading any person to work or abstain from working."

It has been said that the complainant was acting in breach of his contract by such picketing and thus helping to disrupt the affairs of the college where he was employed. We agree.

Of course he was in breach of contract but unhappily as some people may think that does not assist in my view the respondents unless it can be shown that picketing is not an activity of a trade union. This clearly, with respect, it is. Industrial action arising by picketing is part of the industrial scene in which trade unions participate. Picketing is clearly in my view an activity of a trade union.

Now we have found as a fact that the complainant was dismissed because he would give no assurance that if he would not indulge in peaceful picketing in the future. He was therefore dismissed in my opinion for an inadmissible reason and is thus entitled to succeed in these proceedings.

Having so found, the next matter which we have to consider is the assessment of compensation because quite clearly in view of the fact that Mr Weston has other employment the question of reengagement is an issue.

Now Mr Griffiths has told us in behalf of Mr Weston that the main purpose of these proceedings was to clear the name of Mr Weston because refusal to have an address in Swansea could have an adverse effect on his academic career. This may be so, but clearly that is not something which can be translated into terms of money. As we see it he has suffered no loss of the kind envisaged in paragraph 19 of the first Schedule to the Act and Mr Griffiths very properly, I may say so, has made no serious attempt to argue that he has.

Accordingly we make no award of compensation. Finally we trust that Mr Weston does not leave this tribunal with any feeling of triumph. Such a feeling would not I think be thought to be justified by many who have heard the evidence in this case.

David Walker profiles Sir Douglas Logan, principal of London University

A pillar whose strength is knowledge



Sir Douglas Logan and Senate House: centres of power.

A few weeks ago the men of London University's senior generation gathered in the Church of Christ the King in Bloomsbury to hear commemorative tributes to Sir Walter Adams, late director of the London School of Economics. In a front pew sat Sir Douglas Logan who is shortly to retire as the university's principal.

It was a sad occasion but the intellectual vitality of the LSE's new director, Dr Ralf Dahrendorf, shone through his memorial address and seemed to assure at least one part of the mammoth university's future. But whether the centre of London University will hold was a question which must have nagged many at the service: the squabbles over the Murray reforms drag on and now the man who for 25 years has personified the university is leaving.

So as the Bloomsbury generation passes on, this strange amalgam incorporating such diverse institutions as Imperial College in South Kensington, Goldsmith's in New Cross, scattered medical schools, Wye College in Kent and the Royal Holloway in Egham faces an uncertain future.

The valedictory of a man like Sir Douglas Logan must appreciate a man as large in physical stature as organizational acumen with administrative experience from all parts of the university and from outside institutions, like the Association of Commonwealth Universities.

The tributes will flow until his retirement in September, and not only from places like Clarence House in the university's Bulletin the Queen Mother wrote of his brilliant organization of her installation as chancellor. She said: "So much of the postwar growth of the university which we today take for granted is due to his foresight and unbounded enthusiasm."

This, however, does pose one difficulty in assessing the career of someone as central to an administrative machine like that of London University. Over the years decisions are made, committees are chaired and serviced, debates ebb and flow and the administrator is somewhere there, his real contribution only to emerge as the result of some future historian's assiduity.

There can be no mistake about Sir Douglas Logan being at the centre of the university's non-academic work during a period of growth and expansion. A senior University College man said in an article in the university Bulletin three years ago: "Throughout a bewildering period of growth and change he has been in total control of the situation, partly through a far-sighted ability to divine which way the built was likely to go, partly through an encyclopaedic knowledge of the facts of this university, partly from a belief that the university was worth preserving and could collectively do more than its institutions could separately achieve."

Before he came to London's principalship after the brief tenure of a law lectureship at the LSE, a Cambridge fellowship, and a spell during the war as a civil servant, Sir Douglas seemed destined for a teaching career.

decision down more to chance than grand design, talking of a misunderstanding with his Oxford college at an important juncture, though one that allowed him to spend a year at Harvard under the influence of the American jurist Felix Frankfurter.

Oxford gave him a thorough legal education under men like Arthur Goodhart and while at LSE he was a pupil in chambers after getting a certificate of honour in the Bar Finals. The Bar and elevation to the Bench would surely have been plain sailing. He says David Hughes Parry, the academic lawyer, played an influence here, luring him into the service of London University.

His detailed knowledge of the law and his lawyer's capacity for minute verbal difference and skill in drafting were immensely helpful to him as principal and to his colleagues on bodies like the Committee of Vice-Chancellors.

With the 1939-45 war Sir Douglas was working in the Ministry of Supply on postwar reconstruction. Did he not consider staying in Whitehall? The question raised by the constant analogies between the principal of London University and a permanent secretary in a government department: both of whom hold the fort while ministers and vice-chancellors come and go.

(The debate over the Murray proposals still rages over the respective offices of vice-chancellor and principal with many protagonists unable to separate the nature of the latter office from the skills of its incumbent since 1948.)

Sir Douglas himself rejects the analogy, arguing that no permanent secretary can speak in the House of Commons, while the principal has a voice in senate. A former London professor said the principal's role is to influence in senate subcommittees and private talks with individuals. The often tricky relationship between principal and vice-chancellor which Sir Douglas has carried on with consummate skill was by no means as clear cut as the governmental one.

The job of principal fell to Sir Douglas after several accidents, literally and figuratively—one London principal had been killed in an accident on the site of what was becoming Senate House in Malet Street. The subsequent rearrangement was unsuccessful: so in 1948 it fell to the very young but able clerk of the university court, Sir Douglas was then only 38.

During his years as principal, which have seen the great expansion of student numbers, the train of constitutional reforms set in motion by the Robbins report, and secessionist movements among certain schools, Sir Douglas has kept clearly in his mind the kind of thing a federal university can do and played his part with remarkable energy.

Sir Edward Hale, secretary of the University Grants Committee from 1951-57, and chairman of a committee on superannuation for university teachers on which Sir Douglas served with distinction, spoke of him as a man who went to his office early in the morning and if need be stayed there until late at night.

Neutrality has been one of his watchwords, not least on the many professorship appointments and promotions.

One area where aesthetic judgement might matter more in assessing the principal's job is in his devotion to the central precinct of

of negotiation with the Duke of Bedford's estate in the Bedford Square, Gower Street arcus after the war.

An Institute of Education professor said Sir Douglas had been adamant over the years that people who wanted to preserve buildings which would get in the university's way should not have a free hand.

In many ways the destruction of parts of Bloomsbury stems from a decision taken before Sir Douglas became principal and that was to build Senate House in Malet Street in the 1930s.

If the university was to stay in Bloomsbury Sir Douglas's determination to house it was part and parcel of his service, it even if it allowed the satirist Alan Bennett to restrict the area "Loganbury".

Lord Amman has said the major decision was taken in the 1920s, from which all else ultimately followed. Sir Douglas himself points to the county of London's plans for the areas after the war and the kind of precinct envisaged by its architect Sir Patrick Abercrombie.

Throughout his years as principal he worked at an ancillary university activities student sport, links with the University of Paris, and setting up colleges in the Commonwealth.

Sir Charles Wilson mentioned the continuous hospitality which London University through Sir Douglas had shown Commonwealth visitors in housing conferences and in housing the Association of Commonwealth Universities itself. Sir Hugh Springer, general secretary, speaks of his work in recent years as treasurer of ACU and his always taking an active and wise part in discussions.

University teachers of the future will have cause to thank Sir Douglas's work on pensions. He has always taken the far-sighted view that terminal pensions should be linked with the salary a man gets when he retires and so loses less through inflation. Colleagues of his on the CVCE in the 1950s speak of his capacity to get through "great chunks of bread and butter business".

By and large when Sir Douglas raised his voice to comment on "policy" it had been a conservative note. In his annual reports he argued for compulsory land purchase for universities and the expansion of university income from fees. In 1966 he said the staff of British universities were being forced to waste too much time and precious energy furnishing the government with information and justifying the expenditure of public money.

Looking back on three decades of nearly continuous expansion he says he now realizes the universities were asked to do things without their insisting on having the proper resources: for one thing they were undermanned and the staff put a crushing burden on their permanent non-academic staff.

His position is idiosyncratic and he recognizes that people in London University would take things from him that they would not take from his successor. Whatever the outcome of the Murray report his successor will be required to deal with the

Manifestos for merrymaking

The summer has been relatively long and relatively hot. There have been rent strikes and injunctions, and sit-ins and stand-ups-to-be-counted, and cuts, and cuts, and promises of cuts. There has also emerged, among the student population of York University, a refreshing spate of satirical merrymaking at the expense of some of the more earnest and extreme members.

The occasion was a competition launched by the outgoing president of the students' union, Mr Paul Hodges. The union is not the most radical in the country: when the motion to withhold student rents was passed, only 19 actually withheld their rents.

The rules were simple enough. Think of a society dedicated to overthrowing something or other. Then think of a name and some initials. Then write a manifesto in not more than 200 words. The idea caught on: there were over 50 entries which ranged from the Chauvinist Society to the Party for the Resurrection and Institution of Cromwell as King, and others whose initials are even more inapplicable.

One of the first "groups" selected as worth printing in the union news letter was OPSICISGRICDB—the Organisation for the Party of Students from Education Cutbacks Imposed by a So-Called Socialist Government that is actually a Running Dog of Capitalist Big Business. Its demands included student grants of £10,000 a year, the ending of the monarchy, the disestablishment of the Church of England, and the replacement of both the university administration and the government by a student worker cooperative freely elected and consisting of organization members.

CLUBS & SOCIETIES



A left wing satirist countered almost immediately with MDNPPA-ANBAAUUM—Moderate Democratic Non Political Peoples Alliance Against Nasty Bolshevik Activists Who Actually Attend Union Meetings. Its platform included replacing student union general meetings with optional referenda among student council members, appointing a student union president for life (appointed by the vice-chancellor, the Rowntree Trust and a member of the Music Department) and the canonization of Reg Prentice.

The overall winner was the founder of the Organization for the Progressive Dismantling of All Administrative Buildings. There was no platform; instead the entry printed a transcript of one of the speeches favouring this movement.

Basically the point about this motion is that it is a forward looking and libertarian approach to the question of the struggle of workers and students against the forces of international capitalism and bourgeois bureaucracy. Basically it entails the removal of buildings containing basically reactionary and particularly nauseating species of lackey who are basically the instrument and catpaw of big business and massive multinational corporations.

My own favourite happened to be a notice which almost in the same breath announced a women's march would leave for the national abortion demonstration, which a travel representative would be on the campus, and advertised for a student to act as a nanny for £10 a week and for a temporary home to a student from Chile.

But I later discovered that this was the official and serious part of the union information sheet.

J. L. Konrad examines the case for relating DipHE and Technician Education Council courses

Why entries and exits matter in a technician's education

Since the publication of the 1972 White Paper, Education, a Framework for Expansion and the tripartite OU/CVCE/CNAA guidelines of May 1973, the concept of the Diploma of Higher Education has developed, with two centres starting in 1974/75 and six centres with approval for 1975/76.

It was clear at the recent Association of Colleges' Implementing DipHE programmes (IADIP) Conference held at Leeds Polytechnic that no real consideration had been given as to how the diploma would relate to the newly emerging pattern of technician courses. In further education reckoning out of the work of the Technician Education Council (TEC) and the Business Education Council (BEC).

It is surely a crucial issue in the design and provision of courses both in polytechnics and in colleges of further education that the nature of the link between DipHE, TEC, BEC qualifications is explored more fully than appears to have been the case up to now.

The DipHE is defined as "an acceptable terminal qualification in its own right... of a standard equivalent to the first two years of a degree programme" (White Paper, paragraph 12). This logically led to the normal minimum entry requirement of five GCSE passes including two at A level or equivalent. The

guidelines refer to the possibility of transfer from such qualifications as HND to the second year of DipHE (and presumably vice versa, though this is not explicitly stated).

However, the new pattern of FE courses, arising out of TEC and BEC, will start to appear at the certificate and diploma level in 1978/79 and at the higher certificate and diploma level in 1980/81. Although these dates are somewhat distant, they are within the timespan of currently approved DipHE schemes and, more significantly, will need to be closely examined in the context of the post-DipHE courses being provided from 1976/77 onwards. There is a need to look at this question of equivalences more closely.

We assume that TEC units are on average 75 hours each; that the number of units required for the following qualifications are: TC, 12 units (15 units); Higher Technical Certificate, eight units; Higher Technical Diploma, 15 units; that a normal entrant to TEC programme having three O and two A levels would be able to gain six units credit; that a DipHE is made up of 16 units of 30 hours each with four units being taken in each 15 week semester. It may be seen, therefore, that taking the minimum entry qualifications for DipHE, the diploma is

equivalent to the DipHE. If this equivalence is accepted, the following consequences necessarily apply: ● Anyone having successfully completed two years of the normal three year certificate course (eight technical units) should qualify for entry to DipHE; ● Anyone having successfully completed a certificate should be able to gain four units credit towards a 16 unit DipHE; ● Anyone having successfully completed either four technical units beyond certificate or 16 technical units towards a diploma should be able to gain entry to the second year of a DipHE.

All these cases are allowable under paragraphs 2.2 and 6.1 of the DipHE guidelines. Thus, it would seem desirable that in designing certificate and diploma programmes, colleges of further education should take account of these points and allow for appropriate exits.

It may also be important to allow for individuals to have the opportunity to transfer to TEC BEC courses from DipHE, if for example they wish to take up a more specific commitment or wish to further their education on a part-time basis. In this case (assuming a 4-semester DipHE), the pattern would be:— ● Four DipHE units (30 hours each in semester 1) would lead to 10

technical units (16, 10/12 certificate or 10/25 diploma);

● Eight DipHE units (30 hours each to the end of semester 2) would lead to 15 technical units (16, 15/25 diploma);

● Twelve DipHE units (30 hours each to the end of semester 3) would lead to 20 technical units (almost a diploma).

Thus, it would seem that transfer could proceed in both directions, provided that the subject areas are sufficiently compatible. Given the fact that present schemes are largely unharmonized, a science-based transfer from DipHE to certificate diploma courses will be easier in the area of BEC.

The argument put forward by this article suggests the following implications: ● A basis exists for a flexible pattern of courses in further education/higher education which cater for entrants with either specific subject/vocational commitment on leaving school, or wish to defer commitment for two to three years after leaving school (whether at 16 plus or 18 plus), or wish to change their commitment within this period. The fairly sharp general/vocational division implied by the separation of TEC and BEC from CNAA will be increasingly difficult to maintain, and will increase the need for close co-

ordination between the three bodies.

In the present situation, the HND and HTD are not likely to merge until 1980/81, by which time DipHE will be firmly established. If the separation between HND/HTD and DipHE is to be maintained, there needs to be a conscious policy to ensure a complementary pattern of course provision between colleges in the same area.

However, it is highly questionable whether the standing of HND and HTD will be such as to attract students to follow this lengthy route. In the light of the development of the concept of the DipHE (such as those at Sheffield Polytechnic), it would be preferable to abandon the concept of HND and HTD in favour of a "vocational degree". The precedent is set by the Diploma in Technology in some universities.

It could well be that the development of DipHE and BEC offer a unique opportunity for the development of our post-school system of education. However, DES has apparently failed to appreciate the consequences of the introduction of DipHE and the HND/HTD structure and this could result in a significant out of the existing system of post-16+ qualifications.

The author is senior lecturer in Technology at Waterbury College, Northwich, Cheshire.

LETTERS TO THE EDITOR

Future of academic publishing

from Mr W. L. Guttman

Sir,—The articles, comments and correspondence on the future of book provision for academics and academic publishing (*THE*, July 11, 18) leaves impressions which are to my mind both too negative and too sanguine. Librarians, whose critical and self-critical mood Norman Higham clearly captured, are rightly concerned at their inability to give their readers the best possible service, yet at the end of the day we can see that in recent years we have witnessed a growing intake of scholarly material by the library system as a whole, and the "mistakes" amongst the acquisitions of one library may well provide essential material for a student or researcher in another institution.

Rising prices and purchasing grants declining absolutely and even more in real terms will undoubtedly lead to a reduction in the number of titles acquired by individual libraries but this will affect the overall national coverage only marginally unless we are being sucked into a spiral of steeply rising book prices and consequently sharply declining rates of intake. This, however, is the picture of the future which is conjured up for us.

Peter Hopkins in his long and sympathetic article foresees that scholarly books and monographs might be sold entirely in the institutional market at prices—fair prices we are told—of between £10 and £40, but can we be sure that the vicious circle would stop even there? Even if we are not taking this particular vision literally, we are still faced with the old concept of the library market, without which we are not going to see books could not have been published in the past and whose current decline seems to preface the collapse of the academic book market.

As an institutional collector of some 20 years standing I have always wondered how crucial the library market really is outside the area of multi-volume works, reference books and bibliographies. Librarians know too little about the use made of their books; can publishers really say where the ultimate resting place of their product is?

Three years ago the book purchases of British academic libraries totalled only £3m, resulting, one imagines, in the acquisition of less than one million volumes of which probably half were imported. I would therefore imagine that academic publishing cannot continue without a strong private market. In any case a publishing

world divided into producers of "monographic indulgences" for library shelves and tasty dishes for a popular market would surely produce sterility in one area and flatulence in the other.

A healthy book market and a vigorous market place of ideas requires to my mind a graduation of literature from the popular via elementary manuals and what the French call *livres de haute vulgarisation*, to the many fine-tuned volumes, and a variety of collectors progressing from the impulsive amateur via the academic specialist to the major collections seeking non-comprehensive coverage.

We could contemplate the present prospect with greater equanimity if Sir Frederick Dainton is indeed right in his suggestion that the last decade produced an artificial and harmful inflation in scholarly production with a consequential deterioration in the quality of published work so that a cutback would indeed entail a return to higher standards.

Today we are witnessing a hopelessly temporary and to the expansion of higher education but we have also reached a point in time when we should expect the many thousands of new academics who came into the universities and colleges in the course of this expansion in the 1960s to have reached the stage in their career at which they have more substantial works to publish, to return to a more "normal" state of "publishing" would simply mean that we are raising the barriers higher than they have been, causing not only individual frustration but also inviting "vanity publishing" or preference being given to works which receive institutional backing.

Surely all this throws further doubt on your assertion that the market mechanism is likely to provide a sound device to sift the permanently valuable from the temporary and fashionable.

There is, of course, no escape from the realities of our economic situation and no denying the "cost" of speculative ventures in publishing.

Let us by all means have more dialogue between publishers, booksellers, authors and librarians, let us have our breasts and brandish our balance sheets; but let us recognize that publishing should be geared to the ideal of a book-owning and educated democracy.

Yours faithfully,
W. L. GUTTMAN,
The Librarian,
University of East Anglia.

Staff/student statistics

from Dr Bryan Taylor

Sir,—In these days of national financial stringency, your headline "2 departments each have 12 staff and no students" (*THE*, July 11) was bound to attract critical attention. The superficial analysis of *Statistics of Education, 1972: Vol 6—Universities* (HMSO, 1975) will have left an unjustified impression of a profligate use of resources by universities.

The headline did not even accurately correspond with the text of the article. It is wished to be even more misleading. It could have read "49 departments each have 284 staff and no students" with equal accuracy.

A more thorough inspection of the tables would have shown that 81 universities and university colleges had departments apparently without student load. Why mention Bath with seven such staff and East Anglia with five, when only seven lines below in the same table was a department with 22? In one institution, 59 per cent of the total academic and research staff seem to have no students.

A more thorough exploration of the tables would perhaps have compelled the conclusion that things were not quite as simple as they seemed and might even have led to asking the implicitly critical insti-

facile and temptingly provocative conclusions.

It may be interesting to learn how such anomalies arise. In Bath we have a thriving degree in horticulture, offered by the School of Biological Sciences. Student numbers and costs are returned for the whole school. However, in our returns on the discipline of teachers we truthfully reply that we have seven horticultural specialists on the staff, which number becomes inflated under agriculture and not biology.

When these pieces of information are separated in the compilation of the table, the result is a student load in biological sciences taught by remarkably few staff with misleadingly high salaries. Only when the seven horticulturalists, apparently without students or salaries, are taken into account can the whole situation be meaningfully analysed.

Far from being extravagant in the usage of resources, Bath compares very favourably with elsewhere: The national average full-time staff to full-time student ratio was 1:8.0, whereas that for Bath was 1:8.0, in spite of our large majority of science-based students.

Yours faithfully,
BRYAN TAYLOR,
Planning Officer.

Counsel of despair

from Mr Philip Nind

Sir,—Your editorial (*THE*, July 18) brings home to us all how much we need to revise our attitudes towards higher education.

We live in a fast-moving highly technological age where knowledge in some fields is revolutionized and totally replaced within a decade. Yet our post-school education—that is, professional and cultural education over and above the basic essentials—is organized, in its institutional and philosophy, in a system which was first developed in the Middle Ages for different needs in a different kind of world.

We still customarily demand that a young person who wishes to be educated beyond the school age, whether for professional reasons or for self-development, should go to university or equivalent institution of further education at the age of 18 or 19 for three or four consecutive years—and then leave the education system for ever, except for occasional "topping-up" programmes of a few days or weeks.

When are education authorities, parents and employers going to realize what madness and waste this is, both economic and intellectual? Of course there will always be a proportion of students for whom it will be right and proper to follow a pattern such as this—those who are dedicated to be doctors or nurses or lawyers, or for whom engineering is a way of life or the classics a study of love. But the majority of young people today, at school-leaving age, are not sure what they want to do or what they want to study further to enable them to develop their potential, to sort out their ideas about the world, and to find the kind of work or career which will both satisfy themselves and contribute to society as a whole.

To force them into a three or four year university course studying subjects in which after a short while many find they have little interest can only be described, in our present circumstances, as madness.

We talk, and quite rightly, about expanding the post-school educational opportunities for an increasing number of young people. Yet we do not provide the means. What we need are, first, a different attitude towards post-school education and, second, methodological changes within the higher education system itself. Our fundamental aim must be for the institutions of higher and further education to be open for anyone with the appropriate ability and motivation, for any length of time and at any age—so that a real life-long continuing form of education can be achieved.

Yours faithfully,
PHILIP F. NIND,
Director,
Foundation for Management Education.

Thomas Hardy

from Miss Caroline Hobhouse

Sir,—We were delighted to see your review of our New Wessex Edition of the Novels of Thomas Hardy (*THE*, July 11), but would like to take up two points raised by your reviewer John Holloway.

First, where the annotation, note on the text and glossary of place names are non-specifically attributed to a named person, they are the work of the critic who contributed the introduction. The apparatus common to all volumes was compiled by the general editor.

Second, we did in fact consider having a general introduction to the novels which would precede the individual introductions in each volume. However, we decided that it would be wrong to do so because it would have meant an increase in extent—and therefore in unwieldiness and price—which would not be keeping with our intention of producing our edition at a low price for the general reader.

Furthermore, there are already numerous excellent critical introductions to Hardy's work available to the student and to the public.

Yours sincerely,
CAROLINE HOBHOUSE,
Macmillan London Ltd.

American news

Colleges try to conquer the financial crisis

from Angela Stent

CAMBRIDGE, MASS.—This year has been a bad one economically for American colleges, and many administrators feel that worse is to come.

One basic fact is that college costs are going up faster than most other costs. Higher education is labour-intensive, with its much as 80 per cent of most college budgets going into salaries. And unlike other industries, it cannot absorb salary increases by substituting capital for labour. According to figures from the US Office of Education, the cost of university education between 1964 and 1974 rose 15 per cent faster than the cost of living index.

The financial difficulties are partly due to the problems of the national economy, but the secondary effects of the recession have made them particularly acute. In particular voluntary support has failed to increase for the second time during the decade.

The support of foundations has also dropped as they have had to cope with a stock market slump and with the effects of the tax reforms which were passed during the last burst of anti-foundation feelings in 1969.

Then there has been a fall-off in enrolments, which is also a product of the recession. While most American colleges have had to raise their fees this year, officials of the American association of state colleges and universities have predicted that there will be 200,000 vacancies next fall on state campuses, and that tuition fees could rise again by 5 per cent next year.

In private colleges, the rise in tuition fees has been even more pronounced. Princeton has announced a \$25 increase, the largest increase in its history. Stanford is raising fees by \$435, Harvard by \$580, and Yale by \$400. Over the past five years, private colleges have raised their charges by an average of 26 per cent.

One possible solution was suggested recently by the Provost of

Stanford, Mr William Miller, who advocated higher productivity.

The most widespread way of increasing productivity would be to increase the student-teacher ratio, and many universities have already done this. Another suggestion has been that professors should teach more courses. Some colleges are introducing more efficient procedures, or cutting out courses with low enrolment, or arranging that institutions near each other should provide joint teaching for the more esoteric subjects.

Other suggestions for improving efficiency include using videotapes, introducing shorter degrees, promoting two-year courses and giving more college credits for high school work.

Some colleges have found their own ingenious ways of bearing the recession by revamping curricula. Some now teach students a trade, or take adult students, night students, weekend students, or even high school students. Some contract with corporations to train employees, and others turn parts of their campuses into convention centres.

Some colleges have decided to fight the recession by trying to outwit the stock market. A few months ago, the Common Fund, made up of 270 colleges from Abilene Christian to Yale, launched a new, short-term investment fund. According to its director, Mr George Keane, US colleges may be sitting on close to \$5 billion in liquid assets, and much of this should be put to use.

The new fund aims to go into the short-term money market for a few months, then into stocks which are not immediately needed. The new consortium will manage their investments. According to Mr Keane, performance so far has been significantly better than similar short-term money-market funds. The fund currently manages \$25 million in short-term investments for 13 different colleges.

Students move back to vocational subjects

from Frances Hill

NEW YORK.—The trend towards the vocational rather than the liberal arts subjects in higher education has revived the discussion of whether education should be "liberal" or "vocational".

According to Earl F. Chert, associate director of the Carnegie Council on policy studies in higher education, "Generally, student enrolments have been dropping. But those in vocational subjects have been increasing, and are shifting students away from the liberal arts."

Mr Chert says that universities and colleges can respond to this new pattern in four ways. They can switch resources to the vocational subjects; create more vocational degree courses; resist change by continuing to offer traditional liberal arts courses; or keep the traditional liberal arts programmes with modifications taken from the vocational schools.

These modifications would include the executive director. This was due mainly to grants from the Alfred Sloan Jr and Robert Wood Johnson Foundations. The fellowship is now concentrating on seeking financial help from black business corporations.

Last year the fellowship awarded grants to first and second year students as well as to 100 third-year students who had "excessively high debt". This year it will make grants to third-year students.

Only 2 per cent of doctors in the United States are black, although the country's black population is 12 per cent. But the proportion of black doctors should rise to 20 per cent, says the study.

The fellowship, which was founded in 1946, has grown "tremendously" over the past six

problem-solving in the real world, work experience, credits, internships, cooperative education projects, career planning, and vocational guidance and placement.

The adoption of these professional models would be the most appropriate answer for many institutions, says Mr Chert.

The professional model enables students to learn about policy, theory, legal reasoning, policy analysis and operations research, Mr Chert says. And by helping students plan a career, it would meet one of the main objections to the liberal arts.

Mr Chert says that the need for liberal education has not diminished. "As study related to work becomes the norm, the need for the influence of liberal education grows."

The Useful Arts and the Liberal Tradition, by Earl F. Chert, sponsored by the Carnegie Commission on Higher Education, McGraw-Hill, \$10.00.

Fewer grants for blacks

The National Medical Fellowship, an organization committed to increasing the number of black doctors practising in the United States by providing grants to black medical students, is to cut back its financial aid next year by nearly \$1m.

Two grants to the fellowship expired this year and reduced the funds from \$2.3m to \$1.35m. The foundation will now help 1,500 students this autumn, 250 less than last year.

The fellowship, which was founded in 1946, has grown "tremendously" over the past six

France

Report says universities are not being realistic

from George Morgan

NICE.—The gap between French higher education and the needs of the country's economy has never been so great, and the psychological and social consequences of this have never been so serious, says a new report on sandwich courses in higher education.

The most immediate problem is the high level of unemployment among diploma holders. According to a recent survey 45 per cent of people out of work in France hold diplomas of one kind or another. This has led to the gradual erosion of the value of diplomas because many students have to take jobs below the level of responsibility and pay which they might otherwise command. At a recent recruitment exam for civil service secretaries, 80 per cent of the successful candidates held full licences, although the basic requirement was only the baccalaureate.

Studies now take longer: business courses, for example, which formerly lasted three years, now go on for five or six years. But it does not necessarily mean easier moves into jobs. A recent government survey, for example, said that at least 170,000 arts students would have to take additional vocational courses in order to find jobs in industry or business at an appropriate level.

M. Guillebeau called for a new look at the aims and attitudes of higher education and the extension of sandwich courses. A working party of university presidents and experienced academics should be set up to stimulate and coordinate more of these schemes.

Canada

Don't halt influx of foreign doctors

from Israel Cinman

OTTAWA.—Federal government attempts to limit the immigration of foreign doctors to Canada have been described as premature by a spokesman for the Canadian Medical Association.

Speaking at the CMA annual convention in Edmonton, Dr John Bennett, director of the association's Scientific Council, said the association felt that they should wait for the results of a survey into medical manpower in Canada.

But a telegram to provincial health ministers from Mr MacLennan, federal Minister of Health and Welfare, had proposed that foreign doctors should not get preferential treatment because of their professional qualifications, unless a province requested an exception.

New Zealand

Director-general hopes for devolution

from John Kirkaldy

WELLINGTON.—Bill Ranwick, New Zealand's new director-general of education, lists one of his hobbies as cliff hanging and laughingly admits that this could help him in his new job. Certainly his new appointment has come at a time when New Zealand's education has to face new and pressing problems.

A long-standing civil servant, he is also a teacher, with an MA in history, who has taught at secondary and tertiary levels. Since 1971 he has been the assistant director-general and has written a number of articles on education.

"Education in New Zealand is growing beyond central administration, and my task will be to devolve away from the centre", he says. He believes that they should have more power, and this would leave more time for creative work in the centre.

One key issue will be the merging of the private and public systems of education, which has already been promised by the Labour Government.

The government has come under fire for its proposals on bursaries for student teachers in 1976, which some groups say may mean that sixth form students will have to stay an extra year at school.

On long-term problems, Mr Ranwick believes that New Zealand's education must face the increasing influx of Pacific Islanders. He says that the country must not make the same mistake as it did 40 years ago over Maori education by trying for uniformity of culture.

South Africa.—The service is run by the South African Broadcasting Corporation, and falls under the Ministry of

inherited knowledge which parades under the flattering title of culture. Then there is the uneven distribution of students. Numbers are high in the arts subjects while in science there has been a steady and continuing decline.

The most immediate problem is the high level of unemployment among diploma holders. According to a recent survey 45 per cent of people out of work in France hold diplomas of one kind or another. This has led to the gradual erosion of the value of diplomas because many students have to take jobs below the level of responsibility and pay which they might otherwise command. At a recent recruitment exam for civil service secretaries, 80 per cent of the successful candidates held full licences, although the basic requirement was only the baccalaureate.

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M. Guillebeau called for a new look at the aims and attitudes of higher education and the extension of sandwich courses. A working party of university presidents and experienced academics should be set up to stimulate and coordinate more of these schemes.

Vatican

Seminaries still used to train future priests—but with modifications

by Patricia Clough

The Roman Catholic seminaries, hit by a crisis unprecedented in their 400 years' history, are currently undergoing a profound transformation. They are faced with a sharp decline in the numbers of would-be priests, and even the reasons for their existence are being questioned.

The seminaries were founded in 1573 by the Council of Trent as part of the counter-reformation. They take two forms: the minor seminaries or schools where boys are educated with a view to becoming priests, and the major seminaries with university-level colleges where future priests receive their ecclesiastical training.

But the reforms did not end the crisis in the seminaries. The process of rethinking continued in many countries, and some seminaries were closed down as obsolete while others

guidelines on its application issued in 1970 stress the need to develop the individuality of seminarians—and not suppress them. Seminarians must now study psychology, sociology, teaching methods and the practical arts of spiritual guidance, as well as philosophy and theology. At certain times the seminarians must now go out into the world for six months or a year doing pastoral work or manual labour or, if necessary, military service.

Many criticisms have been levelled at the two kinds of seminaries. The minor seminaries have been accused of being too isolated from the world, cutting young men off from their families and their contemporaries.

Many of these criticisms of the minor seminaries also applied to the major ones. Cut off from the world and immersed in academic training, future priests often had only a remote idea of the human and social problems they would have to deal with after their ordination.

In its document on the seminaries, the Vatican Council shifted the whole emphasis from academic to pastoral training and said that its purpose was to produce true pastors of souls.

The human sciences research council in Pretoria has begun a long-term study of the possible influence of television and 23,000 chil-

Iran

Open University techniques will help solve shortages of trained staff

from Annabel Ferriman

TEHRAN.—In March Sir Walter Perry, vice-chancellor of the Open University, visited Iran to sign a £100,000 contract with the government under which the university is to advise the Iranian on the establishment of the Free University of Iran. Superficially the FUI bears a striking resemblance to Britain's Open University since it is to set up both regional and local study centres, use long-distance teaching techniques and employ course teams to produce its materials. But that is where the similarities end.

First, the manpower needs of the country are going to be more important in determining the Free University's academic programme. Iran has always had very serious difficulties in persuading enough doctors to work in rural areas. About 10 per cent of the population does not have any access to a doctor.

Thus one of the three initial degree courses is for the training of medical auxiliaries. It is hoped that as the students will be uprooted from their home villages, they will remain there after qualifying and provide the medical services so urgently needed.

The other two courses are in teacher training and agricultural development. Just as the villages suffer from a lack of trained medical personnel they also suffer from a lack of trained teachers, many of the village teachers only having a high school diploma or only having completed primary school.

When the students are accepted they will not have to decide straight away which programme to follow. They will begin by taking a Foundation Course in four subjects: maths, science, humanities and English language, each subject being worth half a credit, making two credits for the year, a quarter of the total needed for the degree.

The second major difference between the Free and the Open University is in the student profile. In Iran a large proportion of the students is likely to be made up of 18-year-olds and full-timers, unlike the OU which, apart from one experimental period, has not taken anyone under 21.

One of the main reasons for this difference is the comparative dif-



Dr Ahmadi, chancellor of the Free University.

culty of getting a place at a university in Iran. Unlike the United Kingdom, which admits about one in two applicants (69,005 out of 125,780 applicants in 1974), the Iranian universities admit only about one in nine applicants. The annual intake to the universities is between 15,000 and 20,000 while the applicants number about 150,000.

So the Free University, which will have an intake of about 6,000 when it gets under way next year, will be used partly to meet the enormous demand for higher education from 18-year-olds rather than to provide a second chance for those who missed out the first time round.

The result of such an intake will probably be a much heavier timetable for their students than at the Open University—possibly 30 hours a week compared with 12-14. Students will probably be expected to do 32 weeks a year and 15 hours a week for each credit. Thus if they wish to complete their degree in four years, taking two credits a year, the total would be 30 hours.

The entrance qualifications will also be different. All entrants are expected to have completed six years of secondary school education. The Open University, by contrast, is designed at least in part to cater for those who left school at 14. Selection will be made on the basis of high

school marks, though credit will be given for years worked in a job related to the subject applied for. Finally, the university is going to have to build its own study centres, unlike the Open University which relies on local colleges of education, polytechnics and further education colleges.

These study centres, numbering about 50 in the first year but expected to increase to 300 by 1984, are likely to play a much more important role in Iran than do the study centres in Britain.

Plans are, of course, in their early stages. Dr A. Ahmadi, the university's chancellor, says that although they are planning for an intake of about 6,000 a year, making a total of about 30,000 by 1980, these figures are very tentative and are quite likely to be revised, depending on funds, student demand and the availability of staff.

The university is expecting a heavy response from students, judging from the enormous response of 11,000 to three correspondence courses recently offered by Shiraz University.

Like all other universities in Iran, though, it is probably going to find it hard to find enough trained staff. At present the university has about 29 members of staff being trained in England and the United States and they have sent missions to these countries to find more. Having started with only six staff in 1974, it now has 247 which is expected to rise to 530 full-time and 500 part-time by next March when the university begins.

It will take a long while for the significance of the Free University of Iran to emerge. Dr Vahidi, vice-chancellor for operations and academic affairs for school of science and technology, said it was hoped that the university would provide answers to such questions as the efficacy of individualized learning techniques and the suitability of such methods to the training of professional staff.

Undoubtedly such learning techniques hold out considerable hope for developing countries such as Iran where there is an acute shortage of trained manpower. It is probably in such countries that the full potential of the techniques pioneered by the Open University will be realized.

methods of training priests were attempted.

These experiments included the so-called "small communities" which were groups of trainee priests living together in parishes and learning pastoral work from direct experience. But this was considered unsatisfactory because the trainees were unable to keep up with their theological studies, and because the authorities were unable to keep track of their progress.

The Vatican soon concluded that the best way of training priests was the seminary—although reformed according to the suggestions of the Vatican Council.

Many of these criticisms of the minor seminaries also applied to the major ones. Cut off from the world and immersed in academic training, future priests often had only a remote idea of the human and social problems they would have to deal with after their ordination.

In its document on the seminaries, the Vatican Council shifted the whole emphasis from academic to pastoral training and said that its purpose was to produce true pastors of souls.

The human sciences research council in Pretoria has begun a long-term study of the possible influence of television and 23,000 chil-

drunken men about to witness a miracle. But the

main arguments in its favour has been its potential educational value. But in recent interviews several principals have said they were afraid that television would encroach on homework and outdoor recreation.

The service is run by the South African Broadcasting Corporation, and falls under the Ministry of



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Facts before debate

Some element of standardization might be applied to the statistics of higher education. Only three months ago, Sir Arthur Armitage, chairman of the Committee of Vice-Chancellors and Principals, while promising full cooperation with the Government in its examination of educational expenditure, made it clear that an effective debate could take place only if the full facts were published for the polytechnics as for the universities.

Yet it seems impossible to collect comparative data for the polytechnics, which means that the vital debate about university and polytechnic costs—and the marginal costs of expansion—is crippled and one-sided. The debate is therefore uninformed.

This is not a criticism of the polytechnics. Each knows very precisely its own figures. Nor is it a criticism of the Committee of Directors of Polytechnics which is drawing together its own survey of polytechnic statistics. It is rather, an argument that politicians, local government officials, and the lay public—should be faced with less of a struggle to understand what is going on in the public sector.

The problems should not be underestimated. Each polytechnic is tied to its local authority, which provides finance in its own distinctive way, and also to the central pooling system. There is none of the simplicity of the universities block grant. Furthermore, polytechnic student populations—a healthy mixture of full-time, part-time, sandwich course

and short course students—do not lend themselves to the simple analysis which can be carried out on university student populations.

There are good reasons for all this, even Mr. David Bethel of Leicester Polytechnic writes of "unravelling the knitting of polytechnic financing" and Dr. George Tolley of Sheffield Polytechnic writes of "disorganization and power struggles" in local government. What is needed is a measure of rationalization, not oversimplification.

The THES has just completed a small survey of responses in the universities and polytechnics to the squeeze of the past 18 months. Many polytechnics were sufficiently wary to take considerable pains to point out the dangers of unqualified use of their figures. Although this was laudable, it should have been unnecessary. To take only a simple example, few polytechnics use the same formula for calculating full-time equivalent student numbers. If FTEs are a useful measure of the student population, let there be a common measure of FTE; if it is a useful concept, let it be abandoned and replaced with something better. As for finance, local authorities should develop a simpler system of providing support, more on the lines of those for the universities.

One of the strengths of the university system is the statistical service operated through the University Grants Committee. If there is a telling argument for a Polytechnic Grants Committee, it might be that polytechnic statistics would then be collected and collated on a sound basis, and available easily to those who have need of them.

Vets divided

The Swann report on the veterinary profession is a detailed and significant document and its conclusions and recommendations on veterinary education have for the most part been warmly welcomed in the schools.

But it is clear there is a major division of opinion in the schools over the report's chief recommendation that the University Grants Committee should make available £250,000 to buy a veterinary practice for each of the five schools, which at present are without.

Those in favour of this recommendation argue that it would represent a major advance in veterinary education in Britain and that it would be a firm step towards establishing a consultant class among veterinary specialists.

Those against argue that school practices are a mixed blessing; they become staffed by specialists who become isolated from the work of

the school and collaboration becomes less and less.

The arguments for and against practices are for the veterinarians to decide among themselves and decide they must and rapidly. There will not be another Swann report for many years and with money already tight the University Grants Committee will be looking closely at requests for a quarter of a million pounds. (And there are those veterinarians who argue that the amount should be £250,000 for each school, not divided between them.)

The veterinary science sub-committee of the University Grants Committee will be examining the Swann proposals over the next few months and it is expected that if the case for practices is sufficiently sound the money will be forthcoming. The schools must decide whether or not they want practices and make their decision known in unequivocal terms; they will have only themselves to blame if the opportunity is lost.

Toffee-nosed

The Standing Conference on University Entrance has circulated what is an unfortunately typical memorandum to British universities stating that it is "too early" for it to discuss the acceptability of Open University graduates.

Again, unfortunately, it is precisely the dispassionate attitude exemplified in its comment which gives ammunition to the influential members of the Whitehall and Westminster establishment who consider that the conventional universities are unable to respond to exciting or radical ideas with any enthusiasm or flair. It is too often the difficulties that are emphasized rather than the new opportunities that would be released by such new ideas, which are already well established in such countries as the United States, Canada, France or Japan, all of which are drawing ahead of hide-bound Britain.

The Open University has now been running courses for four years. It is really still "too early"? As the annual summer schools of the Open University are once again showing university teachers, Open University students bring to their studies

is too often unusual of the 18-20-year-olds churned out annually on the 4-level machine by the schools. Surely they deserve the opportunity of full-time study at a conventional university. The universities, no doubt, would benefit by their presence.

If universities were anxious to show that they are in tune with the temper of the times, and that they understood the new needs of higher education, that are being charted around the world, suggesting more diverse forms of higher education and a greater attention to the needs of the students who have escaped their net in the past, their public response to the initiative of the Open University would be more sympathetic and friendly instead of seeming rather toffee-nosed.

Several universities are now being more sympathetic to the claims of older, more mature students, whose experiences of work has convinced them that they want to read for degrees. The evidence of their experiments has shown that the great majority of such students become valuable members of the university community. The Stand-

LETTERS TO THE EDITOR

University salaries

from Mr John Gunnell
Sir—It is understandable that the DES would seek to present their application of the Government's pay policy to university teachers' salary as just, even generous, in their approach to your journal. It is, however, surprising that your reporter (THES, August 1) has accepted this view so unquestioningly, bolstered it with inaccurate and misleading data and arrived at the totally unwarranted conclusion that the Houghton settlement has been "smashed" by university teachers.

The following corrections are required by your report:

● The £80 threshold payment referred to is not an increase since we are already in receipt of it.

● The increase of £312 is 10.9 per cent at the bottom and 5.1 per cent at the top of the lecturers' scale.

● Three per cent on a professorial salary of £6,967 will not be paid owing to the £5,800 limit.

● Comparisons with new school salaries cannot be represented so simply. Under the new scales a four-year trained good Honours graduate at age 22 will receive a salary equivalent to that of a university teacher beginning at 26.

● The comparison drawn between lecturers in polytechnics and universities said to have "smashed" Houghton is not the comparability years to reach his maximum. The comparable salary for a university lecturer with 14 years seniority is £4,747 a year, i.e. £1,670 a year less than a polytechnic. The situation is further exacerbated by the early promotion to the eight year seniority point, normally at age 26 to 30 for polytechnic teachers, but not allowed in universities. I have in mind the case of a 28-year-old polytechnic senior lecturer who agreed to accept a small salary drop three years ago in return for the privilege of coming to work at Brunel University. This teacher is now paid over £2,000 a year less than if the "promotion" to a university had never occurred.

Yours faithfully,
M. L. V. PITTEWAY,
Department of Computer Science,
Brunel University,
Middlesex.

Dillons

from Mr A. K. L. Stephenson
Sir—I read your article under the heading "Confidence Crisis Rocks University Bookshop" by Mr Mark Jackson (THES, July 4) and the letter from Mr T. S. Yang (THES, August 1).

In the sake of the record, I would like to state that the statement attributed to me in your article of July 4 and referred to by Mr Yang in his letter, to the effect that "a major factor in the company's (Dillons) crisis was the large amount owed by its big customers. Among the worst offenders are the universities" was in fact made by me at all, nor was it made by any other member of the Dillon's board.

On telephoning your office I was unable to speak to Mr Jackson who is away on holiday, but was advised by one of his colleagues, Mr John Grelton, who had some involvement in this otherwise "seemingly" bit of reporting, that the statement attributed to me was reported to them by a third party and was never intended to be a quotation.

I hope that Mr Yang will accept

accepted by DES, AUT, CVCP or more importantly by the tribunal.

A more realistic comparison (lecturer-university/senior lecturer/polytechnic) shows (on your data) a differential of £28 per annum in the universities' favour. On April 1, 1976 £14 of this would have been paid at which point a polytechnic increase of £312 per annum will almost certainly take place.

It is clear that there exist interpretations of the White Paper which would have allowed payment of Part II of the tribunal's award. University teachers have been trapped by an accident of timing which has not been allowed to hinder some other groups.

For example, junior hospital doctors and armed forces medical and dental officers are receiving increases from agreements reached after the publication of the White Paper.

This second rigid adherence to the timing requirements of pay policy, made under different political masters suggest that the fundamentalists in this matter are neither Mr Prentice nor Mr Mulley, but the civil servants at Whitehall House.

Yours faithfully,
JOHN GUNNELL,
The Centre for Studies in Science Education,
Leeds University.

years to reach his maximum. The comparable salary for a university lecturer with 14 years seniority is £4,747 a year, i.e. £1,670 a year less than a polytechnic. The situation is further exacerbated by the early promotion to the eight year seniority point, normally at age 26 to 30 for polytechnic teachers, but not allowed in universities. I have in mind the case of a 28-year-old polytechnic senior lecturer who agreed to accept a small salary drop three years ago in return for the privilege of coming to work at Brunel University. This teacher is now paid over £2,000 a year less than if the "promotion" to a university had never occurred.

both my assurances and those of Mr Shotton, the chief executive, that the sole objective of the new Dillon's management is to pull itself up by its boot straps to rectify its own inadequacies. Until it has done so, it has no intention of making allegations of other people's inefficiencies—even though they might exist. In this connexion, Mr Yang could note also that Mr Shotton disputes having ever referred to a "crisis" in the company's accounts, and states that his remarks referred to difficulties in reconciling accounts with universities. I could perhaps be allowed to add to this comment that this difficulty is by no means confined to universities.

In conclusion, I made a statement at a privileged meeting with publishers, around the time of your July 4 article, when I said specifically, "that one of the major problems confronting Dillons was the collection of debts which represented far too high a proportion of our total 'break' business".

Yours faithfully,
A. K. L. STEPHENSON,
Chairman,
Dillon's University Bookshop,
London.

Staff: student ratios

from the Rev George Tolley

Sir—There have been several references recently in the THES to a staff: student ratio of 5.8:1. Before this figure passes, apparently inextricably, into the folk lore, could we know where it comes from and upon what basis it has been derived?

The "official" figure, as far as I am aware, was contained in the report of the pooling committee issued in December, 1974, and relates to a survey carried out for the spring term 1974.

That survey, using the pooling committee's methods of calculation,

technics to be 5.8:1 for group 1 faculties (science, engineering and design, etc) and 8.4:1 for group 2 faculties (social studies, arts, business studies, etc). The overall ratio, calculated from figures in the report, appears to be 6.8:1.

Two other questions occur to me. How appropriate is the pooling committee's basis of calculation? Secondly, could we have some information which compares, non-teaching staff ratios in universities and polytechnics?

Yours sincerely,
GEORGE TOLLEY,
Principal,
Sheffield Polytechnic.

Academic publishing

from Mr Paul Elek
Sir—In the sea of pessimism which seems—unfortunately—with good reason—to be overwhelming the world of books, perhaps a word from a publisher striking a moderately optimistic note might be welcome.

We have been publishing some highly academic work over a wide spectrum of subjects, ranging from science right through to quite esoteric essays in philosophy, for many years, and we will definitely continue to do so. The economic survival of such publishing (needless to say, concerned with work that explores genuinely fresh ideas and lines of thought) depends, however, on our receiving camera-ready copy instead of manuscripts to work from.

The reason for this is simple. The cost of setting by any method has become so high that if calculated into the cost of production by the publisher, it prices this type of book right out of any possible market.

We shall shortly be publishing a book, *Natural Law and the Theory of International Relations*, by Brian Midgley, which is some 600 pages in length, but as the University of Aberdeen—who thought very highly of the work—have undertaken to be typed in a way required for subsequent photographing and book production under our guidance, this book is still a feasible proposition.

I feel it is a great achievement that its publication is ensured both here and in America in a proper presentation. I don't believe that a simple duplicating process would really quite serve the same purpose, though we may come to that if the situation deteriorates further.

This then is a word of assurance to academics that we here still lay store by continuing to publish books which make a serious contribution to knowledge and scholarship and will make every effort to overcome the economic difficulties confronting such books.

Yours faithfully,
PAUL ELEK,
Managing Director,
Paul Elek Limited.

French students

from J. H. Farrant and Caroline Broadway

Sir—While any attempt to facilitate the movement of students between this country and France is to be welcomed (THES, August 1) the article on reports produced by the British Council and the Office National of Universities suggests a woeful ignorance on some aspects of present arrangements. In particular, the statements on how a French student gains admission to spend a year at a British university need to be corrected before they become accepted as gospel.

The student does not apply a year in advance through UCCA which handles applications only for courses leading to a first degree or a first diploma. If he wishes to intercalate his French undergraduate course with a year in England, he can apply to as many universities and colleges as he wishes. Even if he applies for degree courses, he will not have "little options" as to the geographical situation to which the university or polytechnic to which (he) will be sent, in that he will have the same number of choices open as a British student.

What surprises us is how few French students even make preliminary enquiries about coming to this British university, and we estimate to ascribe the small number we admit to "almost insuperable financial" and administrative hurdles", at least on this side of the Channel. We hope the British Council in France cease disseminating erroneous information.

Yours faithfully,
J. H. FARRANT,
Planning Officer.

CAROLINE BROADWAY,
Assistant Admissions Officer,
University of Sussex.

I rebel against being told that the universities are not my pigeon'

Official records show R A Butler was 20 years early in his war-time proposals to transfer universities to the Board of Education

the universities only became the responsibility of the Secretary of State for Education in 1964, 20 years after the passing of the Act which, in other respects, gave much wider powers over the education system to the new Minister of Education than the President of the Board of Education had ever previously possessed.

When the University Grants Committee ceased from working directly under the Treasury and became the responsibility of the Department of Education and Science, there was little opposition to this outside the universities themselves. The transfer was then widely favoured by politicians of both main parties and by the senior officials of the Department of Education.

Yet when R. A. Butler raised the possibility of taking this step within the board at the time when work on plans for the post-war reconstruction of the education system was in progress, he found little support even within his own department.

Since the autumn of 1940 the permanent secretary of the Board of Education had been working on plans for the reconstruction of the educational system, and just before Mr Butler, as he then was, became President of the Board in July 1941 their far-reaching proposals had been circulated in the form of a strictly confidential "green book" to local authorities, churches, teachers' associations and universities.

Although the proposals affected the universities in various ways, there was no comment by the crucial issue of their own relationship with the Board of Education and the rest of the education system.

It was, of course, Mr Butler's achievement that he succeeded in steering the proposals of 1941 through the warring groups of sectional interests into the Education Act of 1944. Possibly because he was both a newcomer to the board and a man with contacts in the academic world, it was not long before he began to feel it was wrong that the minister responsible for education should have no responsibility for the university sector.

He soon became concerned at the impact of his own proposals on the universities and at the beginning of 1942 when Mr Kenneth Birkbeck, member of Parliament for Cambridge University, suggested that the Government should have a more powerful role in the universities, Mr Butler, through his manpower policies, actually abandoned arts courses without consulting the matter properly. He found a sympathetic listener.

In a subsequent minute the President of the Board commented to Mr S. H. Wood, head of teacher training who dealt with the department of student teachers, that the Government had abandoned interest in the universities by giving them to the UGC which was unconnected with any government department except the Treasury which took a "skeleton-like view" of universities.

He questioned whether the virtual decapitation of the universities under the recent Education Act of 1944 could be maintained. If standards were to be maintained the schools many future teachers would be drawn from these institutions. It was "intolerable" for a minister of education to have power or interest in universities. Members of Parliament looked to him for answers to questions on such matters as cutting arts courses in universities, yet he had no answer to give.

In his reply Mr Wood reported on a recent meeting of vice-chancellors called by the Ministry of Labour to consider the call-up of men students at which he had been present. He had taken the line that it was important that the universities be kept intact, but found himself taking a stronger line than the universities' official spokesmen.

He had come across this situation on other occasions and believed the weakness shown by the universities' case in government circles was due to the absence of any minister to represent them, apart from the Minister of Education, the Treasury, who had to do this in the House of Commons and in any case not in the Cabinet.

Mr Wood had suggested that Mr Butler take it ready, if the universities wished, to set up the budgets on their behalf since the President was interested in all aspects of education.

Mr Walter Moberly (chairman of the UGC) Sir Francis Moberly (vice-chancellor of Oxford University) and chairman of the University Grants Committee) were both responsible to Parliament for the distribution of the state money.

that the Board of Education might thereby establish some claim to influence or control universities.

There could be no doubt about the attitude of most university chiefs to any change in the constitutional position. There was also no doubt about Mr Butler's attitude.

In a letter to Mr Keith Felling at Christ Church, Oxford, at the end of January, 1942, he wrote: "I rebel against being told that the universities are not my pigeon, for it seems clear that no minister of the Crown, other than the President of the Board of Education, will take an active interest in their well-being. So I am thinking out in my mind ways and means of taking effective action."

Subsequently the president held informal—and indeterminate—consultations on both the constitutional issue and on the immediate issue which had brought this matter so sharply to his attention—the unfortunate effects of the National Service Acts on education.

During 1942 a great deal of time and energy was devoted by the president and his senior officials to difficult and delicate negotiations with the churches in an effort to remove the most considerable obstacle to universal secondary education.

placed on reconstructing political emphasis being placed on reconstruction and reform, there was some debate in Government circles as to whether a Royal Commission should be set up to look at the universities and their future relationship with the state.

In February, 1943, Mr Kingsley Wood, as Chancellor of the Exchequer and the responsible minister, discussed the matter with the President. Mr Butler told Mr Kingsley Wood that the Government ought not to set up a commission.

He did not believe that the universities generally would look "with complete horror" at the prospect of closer association with the state. He continued to feel that the weakness of the universities' position was that they had no Cabinet minister who took a personal interest in their affairs.

In a minute to Sir Maurice Holmes, the permanent secretary, in which he outlined the discussion, he wrote: "I have a considerable experience of academic persons and I know that one of their main ideas is to avoid trouble with the Government."

"This is carried to an extreme by the Vice-Chancellors' Committee, who, in my view, are so keen to avoid trouble with the Government that they either go and bury their heads in the sand of the UGC, where they are regaled by Sir Walter Moberly, or they let matters affecting the universities slide away on every occasion when a stand might be made."

The Chancellor's only idea was that the UGC might be made answerable to the Lord President of the Council. Mr Butler had replied that it would be more appropriate if he were to answer for the UGC in Parliament and that their money were put on the Board of Education vote.

He asked his permanent secretary to go into the question, adding: "I have never felt at all happy that the board should be responsible for education and yet have nothing whatever to do with the universities, whom it is our duty to feed from the schools. In fact, I do not think one can be a successful minister of education and have no contact at all with the universities."

It is not necessary to take at face value everything in the late Mr Crossman's diaries in order to accept that permanent secretaries have considerable influence and that the Whitehall machine has both will and impetus of its own.

Mr Maurice Holmes had every sympathy with the views of his minister, but there were difficulties. The time was said not to be "ripe". In his reply to Mr Butler, the Permanent Secretary reviewed the background and history of the question. His minute continued: "I think it would be very difficult to reverse the existing position."

It was advisable that any advisory body on university finance should cover the United Kingdom while the board's functions were confined to England and Wales. Moreover, Sir Maurice believed that there was substance in the suggestion that the subordination of the universities to the board would be most unacceptable to those who spoke for them.



Mr R. A. Butler as Chancellor of the Exchequer in 1962, two years before financial responsibility for the universities was transferred from the Treasury to the Department of Education and Science—a move he had suggested nineteen years previously.

Mr Butler acknowledged "the cogency and value of the above minute, but it seems to be written out of too much solicitude for the universities. I am not at all happy about university curricula." There was no point in setting up the Norwood Committee on secondary school curricula and examinations if the universities would not move.

"I do not want to interfere or shuffle their money, I want a *locus standi* with their institutions." The immediate outcome of this exchange of views was that Mr Wood was asked to produce a paper on the realignment of the board and the universities.

In this particular paper, Mr Wood began by not merely reviewing the formal arrangements governing the UGC, the Vice-Chancellors' Committee, the Treasury and so on, but showed a useful insight into the substance which lay behind the accidents. Mr Wood was responsible to Parliament for universities for no minister knew enough to be able to answer for them without accepting the advice of the UGC.

In fact the chairman was really their "minister" without being accessible to public questioning. In normal times the universities naturally favoured this arrangement. This had produced continuity of policy with only three chairmen in 20 years. "Thus continuity of policy (or rather, as some see it, continuity of absence of policy, which is equally attractive if that is what one is after) has been secured."

In Mr Wood's view the independence of universities had to be maintained. The problem was how to ensure that they exercised their independence not in *vacuo* but in relation to the dependence upon and contribution towards the work done in other fields of education. "Only if this is achieved will the universities ever be persuaded to forge a dynamic policy and to refuse to rest content with the static doctrine of maintaining their independence."

Mr Wood accepted the permanent secretary's view that it was difficult and undesirable "to reverse the engines now" but suggested that a change in direction needed to be encouraged along more positive lines.

The practical proposal which flowed from this reasoning was that the deputy secretary of the board, the Secretary of the Welsh Department and the Deputy Secretary of the Welsh Department should become ex-officio members of the UGC, taking a full part in visits, meetings and so forth.

He claimed that this would have an effect on all of proportion to the numerical representation involved and would give the board the opportunity needed to bring the UGC and universities to a realization of what was meant by the phrase "the indivisibility of education."

The UGC itself should be left with a Chancellor of the Exchequer who was responsible but uninformed since this contributed to the feeling that universities had been removed from the political sphere and the advantages of such a feeling were not to be denied.

Mr Butler acknowledged the value of Mr Wood's suggestions but by this time (March 1943) it was clear to him that the matter could not yet be taken up successfully. Instead he told the permanent secretary that it should be noted and dealt with in due course.

By the autumn of that year Sir Walter Moberly had five vacancies on the UGC—two due to death and three to resignation. The chairman wanted to abandon the existing rule that no-one in the service of a body receiving grant could be a member since this meant that all members were *ex-officio* and *ex-ante* members, and that the department including the Board of Education, the Treasury agreed that serving university staff—though not vice-chancellors—should be eligible for membership.

In the course of this correspondence with the Treasury the board took the opportunity to suggest that the UGC should include a representative of the education system, possibly from the local education authority world, and put forward the names of Mr Savage, education officer to the London County Council, and Mr Limes, chief education officer for Birmingham. This principle was conceded by the Treasury and Mr Limes became a member in December, 1943.

In the spring of 1943 the president had set out some of his disappointment at the absence of any university interest in the

plans for reconstructing the education system in correspondence with Lord Bessborough, Rector of Durham University and a former President of the Board. Among other things, he pointed out that although the "green book" had been circulated to them the universities had made no response whatever.

While Lord Percy defended the universities' absence of any positive response to educational reconstruction, he went on to suggest that future policy might best be dealt with by personal meetings between the president and the vice-chancellors, individually and collectively.

This suggestion was accepted by the president and a number of meetings were held during the remainder of the war. The topics touched on included such questions as access to the universities and scholarships, the organization of adult education, the future of higher technical education and of teacher training.

In the light of subsequent events it is not surprising to find that in terms of immediate issues of policy and administration it was the relationship of the universities to other institutions offering higher technical education and to teacher training colleges which were producing strong feelings among senior officials at the Board of Education.

Some of the problems were not dissimilar from those now said to be inherent in the binary system. The board's technical branch, for instance, found it virtually impossible to define the respective spheres of universities and technical colleges. Two-year diplomas and three-year degree courses were to be found in both types of institution in the same towns.

Mechanical, electrical or civil engineering were studied in both universities and technical colleges at Birmingham, Bristol, Leeds, Liverpool, Newcastle, Cardiff and Swansea. Partly with the aim of preventing the overlap from spreading further, technical branch suggested in an office paper in 1942 that Southampton University College should be "municipalized" and that little could be said for the continued independent existence of the university colleges at Leicester, Exeter and Hull since they could only be sources of wasteful competition.

If even rumours had reached the universities that such sentiments as these might be found among the board's senior officers there could be little room for surprise at the strength of their objections to any attempt to transfer constitutional responsibility for the UGC to the Board of Education.

Perhaps the principal advantage of keeping the Treasury as the ministry responsible for the UGC, which was what the system did to some extent achieve for the universities what has sometimes been urged on behalf of education as a whole—that it should be removed from the political sphere. A Minister of Education is expected to take a more lively, informed and detailed interest in universities than a Chancellor of the Exchequer.

From this standpoint the universities were fortunate in that they continued under the old arrangement for a further two decades. But since the Second World War the formidable growth in the number of pupils passing through the expanding secondary schools provided by the 1960s very much larger numbers of students in higher education.

In the wake of the acceptance by the government of the heavy expenditure involved in the Robbins Committee's recommendations for growth and expansion, an acceptance of the constitutional rearrangement desired by Butler in his day had probably become painfully inevitable.

When he accepted the advice of his officials and decided not to take the matter up immediately, he forecast correctly in his minute that in view of the magnitude of the question the time would come when a responsible minister of education would need to be a qualified expert in dealing with questions concerning the future of the universities.

Peter Gosden

Dr Gosden, reader in educational administration and history at Leeds University, has been carrying out research into the wartime history of education for the Social Science Research Council since 1970. His Education and the Second World War is to be published by Methuen early next year.

BOOKS

Troughs of promise

A humanist

Resistance

The child is mother to the woman

J. J. White

When we turn to Madame de Charrière the tone changes to one of respect. The hostile criticism Anthony West objects to in her case must of course exist, but the most eminent of her biographers—Philippe Gode, her publisher, Charles De Bock, Geoffrey Scott—are all sympathetic in the main, and their views of her do not differ very substantially from his.

To what extent her unhappiness was self-generated is a question that might be worth discussing, as far as this is possible. Is it relevant to the content and the character of her works? I am not sure, but at any rate Anthony West's sensitive

as the cardinal weakness of *The Years*. The move in that novel from the first book to the writer's Germany, coinciding as it did with Grass's own growing commitment to social democracy and its future in the Federal Republic, brought about an emotional involvement in the material which prevented him from achieving the aesthetic distance which marks out the 'comparative' and highly successful pages of a third book of *The Tin Drum*.

Dr. Reddick's study succeeds in revealing the richness and power of Grass's narrative fiction. It now remains to be seen whether his own claim to be a "productive irrelevance" in West German society is as important as ever now that Grass himself has become the irreplaceable, victim of the intolerance of a young, critical left in Germany whose stridency so frequently betrays the very lack of humanistic values which it is Grass's concensus to see, as a creative writer to define us

The continuity and the contradictions, the promise of the great visionary powers of the later poets are all included in Professor Varrow's comprehensive reminder that they also contribute to the quality of the *Châtiments*. As always in the series of *Atholstone French Poets*, the text is of the first edition. This was printed, with Geneva and New York on the front cover, in 1820. It had been smuggled into France where many script copies of it proliferated during the Second Empire. The essential references to parallel texts and historical events are contained in the notes, which Professor Varrow has kept to a minimum. The glossary of proper names has sometimes sacrificed clarity to concision, while the select bibliography unfortunately omits mention of the highly valuable and authoritative *Chronologie* of the chronological edition. Hugo's complete works published under the direction of Jean Massol are, however, apart from these details, this is a worthwhile and useful present volume in the range of under-graduate teaching texts.

Brian Jude

The Scottish oilman cometh

the "overmortalgating of all the need for a "protectionist" policy and so on—and contributes to a better informed debate, but also, for what it has to say about devolution for an economically viable independent Scotland seems undeniable with oil revenue. It is not the utility of the United Kingdom to be preserved, devolution must give Scotland the kind of benefit it could expect from independence. The pay-off from oil is not from the employment or personal income, it is government revenue. Devolution must have Assembly with control over a large share of oil revenue, fiscal decentralisation and trade and industry functions. So far the Government's proposals are nowhere near to this. Time is running out—and all the oil so far discovered within waters which would be defined as Scottish under international law.

Hobson and "Tiratos" but on the other hand, is a book by professionals for professionals. The tectonic theories, as they are called, only get brief mention in the late chapter. Instead we get a chapter on the use of geophysical technology, from petrological and to electrical logs; but without excitement. This is bread and butter geology! It is an excellent introduction to the geologist who wants to know the practical side of modern oil production and development which will not get in an ordinary course. But this book, like its title is not good to look at. It is printed on off-white paper that is yellowed with age. The text is set in a small (very solid) type with a few (and often ugly) illustrations.

the part devoted to Madame de Sévigné (approximately half) is often awkward and penetrating, but it is credible because of factual errors. Because the author is biased, and because he is so much given to paragoning, because he does not distinguish between imaginative fiction and what can be substantiated, he is mainly concerned to show that, because of childhood experience, Madame de Staël was turned by a compulsive need to escape and humiliate men, and to find the limelight, for he himself said she sought the limelight not at the expense of her humanity.

To what extent her unhappiness was self-engineered is a question that might be worth discussing, as far as this is possible. Is it relevant to the content and quality of her work? I am not sure, but at any rate Anthony West's sensitive

Dr. Reddick's *The Study*, appears in revealing the richness and power of Grass's narrative fiction. It augments this with great clarity. Grass's own claim to be a "productive ironist" in West German society—a role as important as ever now that Grass himself has become the ironist—becomes the fulcrum of the analysis. It is temporary, victim of the intolerance of the fashionable, if-hot-and-cold, young, critical left. In Germany, whose stolidity is Grass's target, the values of the lack of humanism, which it is Grass's concern to expose as a creative writer to define and to uphold.

William Doyle lectures in history at the University of York and has written "The Parliament of Bordeaux and the End of the Old Regime".

Brian Juden is professor of French language and literature at Royal Holloway College, London; he has published "La France littéraire: Charles Malo et de Pierre Joseph Chassignol".

J. I. White lectures in German at Westfield College, London, and has

written. "Mythology in the Modern
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Salary: £2,776 to £2,958 (national)
Closing date: 4 September, 1975

COMPUTING
2. Systems Programmers
Information Officer
Programming Adviser

Salary: £2,376 to £4,236 (national)
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BRADFORD
THE UNIVERSITY
SCHOOL OF INDUSTRIAL
ENGINEERING
LECTURER IN
MECHANICAL ENGINEERING

Applicants are invited for the post of Lecturer in Mechanical Engineering. The successful candidate will be responsible for the teaching and supervision of students in the field of mechanical engineering and for the development of research projects in this field. The successful candidate will also be responsible for the supervision of research students in the field of mechanical engineering and for the development of research projects in this field.

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LONDON
THE LONDON HOSPITAL
MEDICAL COLLEGE
DEPARTMENT OF
PHYSIOLOGY
LECTURER IN
PHYSIOLOGY

Applicants are invited for the post of Lecturer in Physiology. The successful candidate will be responsible for the teaching and supervision of students in the field of physiology and for the development of research projects in this field. The successful candidate will also be responsible for the supervision of research students in the field of physiology and for the development of research projects in this field.

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MANCHESTER
THE UNIVERSITY
DEPARTMENT OF PHYSICS
LECTURER IN
PHYSICS

Applicants are invited for the post of Lecturer in Physics. The successful candidate will be responsible for the teaching and supervision of students in the field of physics and for the development of research projects in this field. The successful candidate will also be responsible for the supervision of research students in the field of physics and for the development of research projects in this field.

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Universities continued

THE OPEN UNIVERSITY

STAFF LECTURERS IN SOCIAL SCIENCES

NORTH-WEST REGION

Applications are invited for the post of Staff Lecturer in the Department of Social Sciences. The successful candidate will be responsible for the teaching and supervision of students in the field of social sciences and for the development of research projects in this field. The successful candidate will also be responsible for the supervision of research students in the field of social sciences and for the development of research projects in this field.

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Polytechnics continued

The Polytechnic
HuddersfieldSCHOOL OF ARCHITECTURE
DEPARTMENT OF BUILDINGPRINCIPAL LECTURER
LECTURER II/SENIOR LECTURER

Vacancies exist for suitably qualified people to teach on the five-year Diploma in Architecture, the Higher National Diploma (Architectural Technician) and the Higher National Certificate Courses. Areas of special interest are Architectural Design, Building Sciences, Services and Technology, and Quantity Surveying.

Salary scales: £29,400-£42,000 (bar)-£7,778 (LI/SL) £23,775-£30,000 (bar)-£5,998 (bar)-£4,117. Further particulars and application forms from the Establishment Office, The Polytechnic, Queensgate, Huddersfield, HD1 3DH, which should be returned within 14 days.

The Polytechnic
HuddersfieldDEPARTMENT OF BEHAVIOURAL
SCIENCES

PRINCIPAL LECTURER SOCIOLOGY

Ref: ACA/85

A vacancy exists for a Sociologist to join the team responsible for a new combined Psychology and Sociology Degree (B.Sc. Hon. Behavioural Sciences, CMAA) which started September 1974. Experience of degree level teaching and successful research required.

Salary scale: £6,910-£10,642 (bar)-£7,578. Further particulars and application forms from the Establishment Office, The Polytechnic, Queensgate, Huddersfield, HD1 3DH, which should be returned within 14 days.

General Vacancies

Industrial Relations
Research Unit of the
Social Science
Research Council
University of Warwick



Applications are invited from specialists in LABOUR ECONOMICS for a post of Research Associate on a project on the economics on labour hoarding. A competence in econometric techniques, as well as an interest in labour economics, is highly desirable. The appointment will probably be for a period of three years, and will be within Ranges 1A or 1B of the National Scales for University Research Staffs, currently £1,809-£2,767 p.a. and £2,118 to £3,990 p.a., respectively. These scales are subject to revision in the light of the recent arbitration award to University teaching and research staffs.

All applicants should submit copies of their written work.

Applications should be submitted to the Administrative Officer, SSRC Industrial Relations Research Unit, University of Warwick, Coventry CV4 7AL, from whom application forms and further particulars can be obtained. Closing date 29 August 1975.

DORSET EDUCATION AUTHORITY
Institution of Higher Education

Appointment of

DIRECTOR

A new Institution of Higher Education is to be established in Dorset by combining the higher education elements of the Bournemouth College of Technology with the Weymouth College of Education. The new Institution is expected to be a Group B college within the terms of the Burnham (Further Education) Salaries Report.

The Authority wish to give advance notice that the post will be advertised in September when application forms will be available. Details of the post are, however, immediately available and may be obtained from the County Education Officer, County Hall, Dorchester, Dorset, DT1 1XA.

General Vacancies continued

British Museum
Head Of The
Educational Service
£7,560-£9,160

The broad aim of the Head of the Educational Service will be to enable adults and older children to benefit from an organised approach to, and interpretation of, the objects in the collections. To achieve this, the successful candidate will need considerable innovative skills and should, ideally, have flexibility of approach, a sensitivity to artefacts, and some interest in archaeology.

The Service is well furnished with the necessary equipment and facilities, and direct lectures can be supplemented by various techniques such as the use of publications. One of the special responsibilities of the post will be the planning and initiation of suitable material

for such publications. Close liaison with educational bodies will be involved. Candidates should normally be at least 30 and must have an honours degree, a post-graduate degree, or an equivalent qualification, in a field relevant to the Museum.

Salary, starting at £7,560, will rise to £9,160. Non-contributory pension scheme. For further details and an application form (to be returned by 8 September 1975) write to Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1UB, or telephone Basingstoke (0256) 68551 (answering service operates outside office hours) or London 01-839 1992 (24 hour answering service). Please quote G/9063/4.

Typing
and Duplicating

SCRIPT TYPING SERVICE
100% accuracy
100% speed
100% reliability

Administration

Senior
Accommodation Officer

To advise on all aspects of student accommodation including the leasing and acquisition of property and to be responsible for the efficient administration of the accommodation service. Candidates must be experienced in housing, preferably student housing, and possession of a suitable housing qualification would be an advantage. This is a new post created because of the need for expansion of the existing services.

Salary on a scale ranging from £4,500 to £5,103 per annum inclusive. For an application form and further details please contact the North-East London Polytechnic, Personnel Office, Ref: S/AQ.255, Romford Road, London E15 4LZ (Tel 01-555 0811 ext 32). Closing date: 22 August 1975.

NELP North East London
Polytechnic

LEICESTER

THE POLYTECHNIC
ADMINISTRATIVE ASSISTANT
(EXAMINATIONS)

ACADEMIC SECTION OF
CENTRAL ADMINISTRATION
Salary: £3,920-£5,392
per annum

Duties comprise a range of administrative functions including the examination process and the issuing of examination results. The successful candidate will be responsible for the efficient running of the examination process. The successful candidate will be responsible for the efficient running of the examination process.

Fellowships and
Studentships

SHEFFIELD

THE UNIVERSITY
DEPARTMENT OF CHEMICAL
ENGINEERING

POSTGRADUATE RESEARCH
FELLOWSHIP

Applications are invited for a postgraduate research fellowship in the Department of Chemical Engineering. The successful candidate will be responsible for the efficient running of the examination process.

Courses

BRADFORD
THE UNIVERSITY
M.Sc. IN EDUCATION

Applications are invited from qualified teachers with at least five years teaching experience for a full-time course of one year duration leading to the degree of M.Sc. in Education. The course will be held in October 1976 and is designed for teachers who wish to pursue a career in education.

Further particulars may be obtained from the Secretary, School of Research in Education, University of Bradford, West Yorkshire BD7 1DB, to whom completed applications should be returned by 11 October 1975.

BRADFORD
THE UNIVERSITY

PART-TIME POSTGRADUATE
DIPLOMA IN PSYCHOLOGY
AND EDUCATION

Applications are invited from qualified teachers with at least five years teaching experience for a part-time course of two years duration leading to the diploma in Psychology and Education. The course will be held in October 1976 and is designed for teachers who wish to pursue a career in education.

Holidays and Accommodations

SUMMER VACATION
AUGUST AND SEPTEMBER

Overnight accommodation and meals at
LSE Halls of Residence
WC1 and EC1 areas.

Individuals/School parties welcome.

Enquiries: Miss T. Hindmarsh,
London School of Economics,
Houghton Street, London, WC2A 2AE.
Tel: 01-406 7886.

Librarians

CHIEF
LIBRARIAN

The Melbourne State College is a constituent college of the State College of Victoria, Australia, and is situated close to the central business district of Melbourne. Its current enrolment of 3,800 equivalent full-time students makes it the largest centre for teacher education in Australia. Applicants are invited for the position of Chief Librarian. The appointee will be the head of the Education Resource Centre and will lead a team of approximately sixty staff. Responsibilities will include the control and further development of the two divisions of the Centre, Readers Services and Technical Services, the relating of the Centre to the needs and interests of students and staff, and participation in the formulation of general College policies.

Qualifications should include a degree and professional qualifications in Librarianship together with experience in library administration. The ability to plan carefully and to maintain good personal relations with a wide variety of persons are important attributes.

Salary: Chief Librarian Grade II, \$A20,202 p.a. Assistance will be provided with relocation expenses.

Closing date: Friday, September 19, 1975. Further information about the position, including method of application, may be obtained from:

The Registrar,
Melbourne State College,
757 Swanston Street, Carlton, Vic. 3085
Australia.

Please mark correspondence attention: Staff Office.

THE SCHOOL
MATHEMATICS
PROJECT

The S.M.P. project aims to develop a new approach to the teaching of mathematics in schools. The project is currently seeking experienced teachers to participate in the project.

For further details write to: The Director, S.M.P. Project, 100 Victoria Road, London W14 9JF.

ENGLISH AS A FOREIGN
LANGUAGE

Recognized school of English in London. The school offers courses for students of English as a foreign language. The school is currently seeking experienced teachers to participate in the project.

For further details write to: The Director, S.M.P. Project, 100 Victoria Road, London W14 9JF.

Overseas

Western Australian
Institute of Technology

Head of Department
ARCHITECTURE

The Institute is a major college of advanced education with an enrolment in excess of 10,000. The main campus is on a 240-acre site 6 miles south of Perth, the capital of Western Australia.

The Department of Architecture offers professional courses in Architecture and Town and Regional Planning, as well as a Diploma in Quantity Surveying. The educational programmes of the Department place emphasis on the cultivation of close links with professional groups in the community.

The appointee will have responsibility for the academic leadership and administration of the Department. A special opportunity exists to develop flexible and experimental approaches to education in this challenging field.

A suitably qualified person with experience in both professional practice and tertiary education is sought to lead this department.

General
Salary (at the current rate of exchange) £Stg.11,855. Salaries are payable in Australian dollars.

Fares for family, assistance for removal expenses and accommodation are payable to appointees. Conditions of service include superannuation (similar to FSSU), six weeks' annual leave plus public holidays, three months' long service leave on completion of each seven years of service, sick leave and assisted study leave.

Appointment may be either permanent or for a short-term period. A generous short-term contract may be negotiated.

Detailed application stating preference for permanent or short-term appointment, including a curriculum vitae and names of three referees, should be submitted not later than 6th September, 1975, to The Migration Liaison Officer, Western Australian House, 115 Strand, London WC2R 0AJ.

Further particulars may be obtained from the above address.

When applying please quote reference HE 5.

Mechanical Engineering
Lecturer
from £6,000

The major mining companies and a number of small-scale enterprises are operating in the Copperbelt area of Zambia. One of the main aims of this Organisation is to ensure that Zambian nationals have the opportunity to be trained in all aspects of the copper mining industry, which involves to a very large extent the field of Mechanical Engineering.

A Lecturer is required to both lecture and conduct appropriate practical sessions in mechanical engineering subjects, following a syllabus of the Mechanical Technician/Techologist course laid down by the Government's Department of Technical Education and Vocational Training. The course equates approximately to the London City and Guilds Technician level and copies of the syllabus are available.

Applicants must have a degree, HND or HNC or equivalent in mechanical or production engineering, followed by 3 years industrial or factory experience.

Salary: From £6,000 p.a. per annum (£6,000 at an exchange rate of K1 = 60p). Additional benefits include refund passages for employee and family, domestic allowance, tax-free settling-in allowance, low rental housing, free bus allowance for children's education, free life insurance, interest free loan towards car purchase, generous paid leave.

For more information on Zambia's mining industry, a copy of the Course Syllabus and an application form, write to:

Anglo-Chinese International Services Limited,
Appointments Division, Dept. AT50808
7 Rolls Buildings, London EC4A 3HX

Zambia's Copperbelt
an experience that counts for a lifetime

The British Council

Invites applications for the following posts:-

Director of English Studies (Thailand)

DTEC Language Institute, Bangkok
Graduate with TEFL qualification and considerable experience. UK citizen.
Salary: £4,264-£5,524 p.a.
Benefits: overseas allowance; children's allowance; free accommodation; medical scheme; employer's portion of UK superannuation. Two-year contract, renewable. 75 UO 97

English Textbook Project (Algeria)

Two posts—Consultant to the project and Textbook Writer.
Graduates with TEFL qualification and relevant textbook writing and syllabus development experience.
Salary: Consultant—£4,334-£5,594 p.a.
Textbook Writer—£3,385-£4,264 p.a.
Benefits: overseas allowances; free accommodation. One-year contracts. 74 RE 6 75 CE 14

Lecturers in English (Algeria)

Institut de Technologie de l'Education in Algiers and Constantine.
Graduates with TEFL qualification and experience. Knowledge of French essential.
Salary: £2,746-£4,264 p.a.
Benefits: overseas allowances. Two-year contract. 75 CO 128, 129

Lecturer in English (Saudi Arabia)

Medical Faculty, Riyadh University
Responsibility for ELT programme for pre-medical students.
Candidates, men only, must have TEFL qualification and experience.
Salary: £4,704-£8,047 p.a. tax free
Benefits: housing and furniture allowances. One-year contract, renewable. 75 AU 32-36

Lecturers in English (Dahomey)

University of Dahomey, Cotonou
One lecturer for Department of Education—January 1976, the other for the Department of English—October 1975.
Graduates with overseas TEFL experience and know-

ledge of French essential, preferably with TEFL qualification.
Salary: £3,385-£4,264 p.a. tax free.
Benefits: overseas and education allowances; free accommodation; medical scheme. Two-year contracts. 75 IU 100, 101

Lecturers in English Language
(Singapore)

Ngee Ann Technical College
3 senior and 4 junior TEFL lecturers with ESP. Graduates of UK university, preferably with TEFL qualification; several years' relevant experience for senior posts.
Salary: senior posts—£2,928-£5,424 p.a.
junior posts—£1,788-£4,836 p.a.
Benefits: rent allowance; medical scheme; annual bonus. Two-year contract, renewable. 75 UO 133-139

Lecturers in English — ESP (Iran)

Language Centre, University of Azarabadegan, Tabriz
Graduates, preferably with TEFL qualification and TEFL experience. Experience of teaching technical/scientific English desirable.
Salary: £2,808-£4,212 p.a. approx.
Benefits: accommodation allowance; medical scheme. One-year contract, renewable. 75 IU 39-48

Teacher of English (Ivory Coast)

Ecole Normale Supérieure, Abidjan
To teach English and TEFL methodology.
Degree with TEFL qualification, overseas experience, good command of French essential.
Salary: £3,385-£4,264 p.a. tax free.
Benefits: overseas and education allowances; free accommodation; medical scheme. Two-year contract. 75 IIT 11

Teacher of English (Mexico)

Anglo-Mexican Cultural Institute, Guadalajara
Graduate with TEFL qualification and experience.
Salary: £2,746-£4,264 p.a.
Benefits: overseas and children's allowance; free accommodation; medical scheme; employer's portion of UK superannuation. Two-year contract. 75 UO 127
Initial enquiries: Telephone 01-499 8011, ext. 45.

Return fares are paid. Local contracts are guaranteed by the British Council. Please write, briefly stating qualifications and length of appropriate experience, quoting relevant reference number, for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1V 4AA.

Colleges of Further Education

COLLEGE OF FURTHER EDUCATION, HULL
Appointment of
Principal

Applications are invited for the post of Principal of this college of further education, which will be designated in September, 1976, simultaneously with a new institution of higher education at Kingston upon Hull. The two new colleges will result from the amalgamation of Hull Regional College of Art, Hull College of Commerce, Kingston upon Hull College of Education, Hull Nautical College, Hull College of Technology, together with the voluntary Endeavour College of Education. An appropriate division of responsibility for advanced and non-advanced courses is planned. It is likely that the salary will be at a point within the range for a Group 6 college, i.e. £10,044-£10,554.

The County Council is seeking a Principal to establish this college of further education alongside the parallel development of the institution of higher education and based on the various existing resources. The successful candidate is expected to take up the appointment at an early date in advance of designation of the college of further education.

Further particulars may be obtained from the Director of Education, County Hall, Beverley, HU17 5BA, quoting reference HQ/FE. Completed applications should be returned by 15 September 1975.

Humberide
County Council